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ABSTRACT

This guide was prepared by the Michigan Office of Services to the Aging to aid agencies concerned with aging in planning volunteer programs. This first of three booklets is intended for the agency director and staff. It contains information of use to staff in identifying program responsibilities, planning effective management of volunteer programs, and training volunteers. Sample forms are included which cover the essentials for volunteer program development such as needs assessment, job descriptions and resource identification. It describes recruiting, matching and placement, orientation, funding and agency budgets. (BN)

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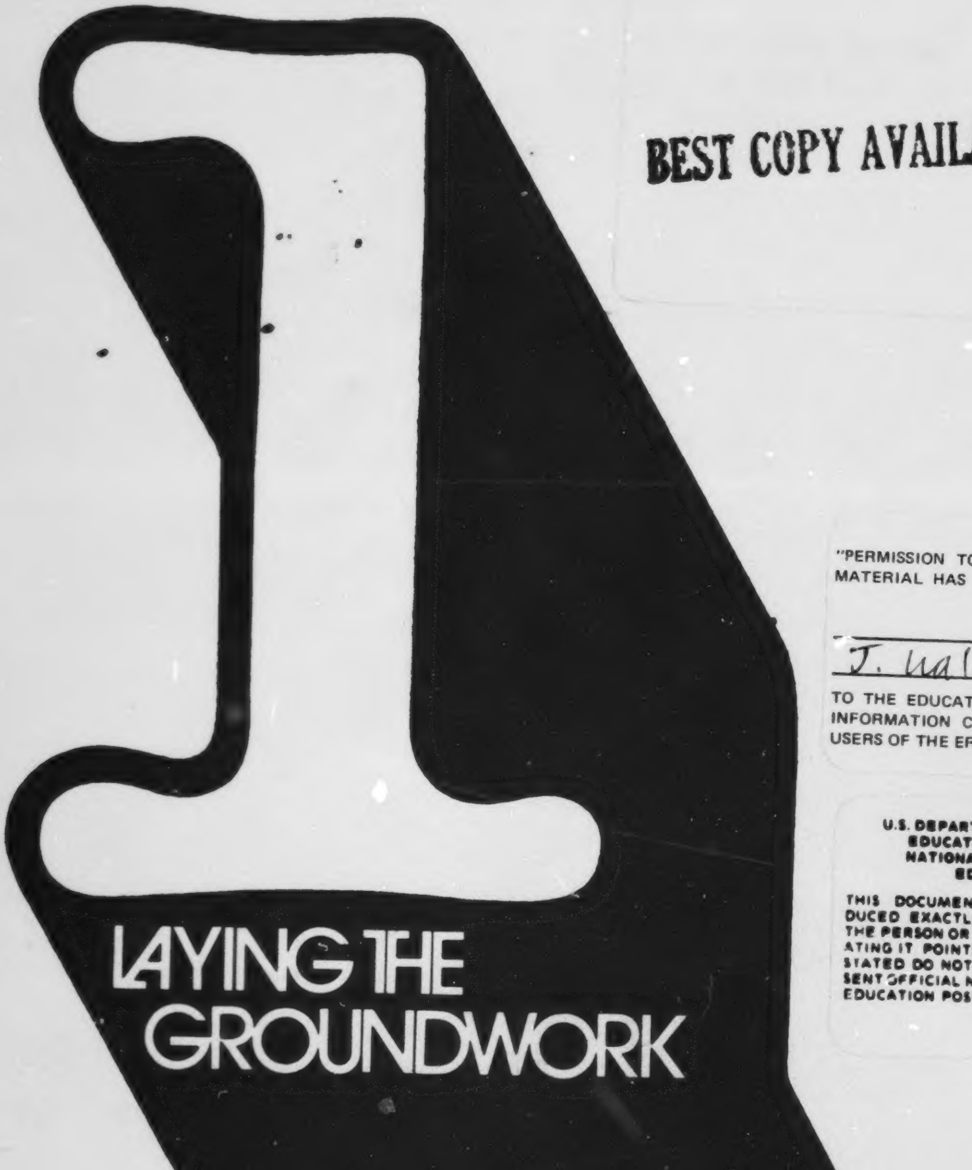

LAYING THE GROUNDWORK

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Michigan Office of Services to the Aging

DEVELOPING YOUR VOLUNTEER PROGRAM IN AGING

1

LAYING THE GROUNDWORK

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January, 1976

This publication was made possible through Title IV A funds awarded by the Administration on Aging, U. S. Department of Health, Education, and Welfare.

INTRODUCTION

This Manual has been prepared by the Michigan OFFICE OF SERVICES TO THE AGING to aid agencies concerned with aging in planning volunteer programs.

We have attempted to make the material applicable to most situations. It can be used to help staff: identify program responsibilities, plan effective management of volunteer programs, and train volunteers. Of course, each person involved with a volunteer program will develop his/her own approaches which will best suit his/her personality and that of the agency. The steps outlined in the booklets are merely suggestions.

The Manual is composed of three booklets. The first booklet (Volume 1) covers the essentials for volunteer program development: identifying and assessing your need for a program, writing job descriptions, and identifying the resources to help you implement your volunteer program. It describes recruiting, matching and placement, orientation, and other important procedures you might wish to use. In addition, this booklet deals with aspects of administration, such as funding and budgets.

The second booklet (Volume 2) has been prepared to aid the volunteer coordinator design and implement a successful training program for their volunteer network. It's primary focus is on developing the means to bring forth the skills and talents of volunteers to meet clearly specified objectives. The principles of this training program have been utilized and proved to be successful by the ACTION student volunteer program. Since it makes sense to build on past success, this booklet is an edited version of "Training Student Volunteers," published by the ACTION National Student Volunteer Program, Washington, D.C.

The third booklet (Volume 3) contains descriptions of and materials from a variety of volunteer programs around the country.

The first booklet, "Laying the Groundwork," is intended for the agency director and staff. The second booklet, "Training Design," is meant for the volunteer coordinator. The third booklet, "Resource Materials," is directed to be agency director and staff. All three volumes can be obtained from the Michigan OFFICE OF SERVICES TO THE AGING.

If you would like assistance in implementing your volunteer program or training sessions, please feel free to contact us.

It is our hope that through utilizing this material you will be able to realize the full value of volunteers in your community.

Ronald E. Kivi
Director
Michigan Office of
Services to the Aging

PHILOSOPHY STATEMENT

A volunteer program can be a tremendous asset to a community. It can provide necessary services that would be otherwise unavailable. It can reach people who are desperately in need of help, but who receive assistance from no other organization. It can provide a meaningful opportunity to the person who wants to contribute to another's welfare or to the welfare of his/her community.

In no way will the volunteer replace the professional staff of a program in aging. Rather, the volunteer can supplement and complement any staff effort. The Michigan OFFICE OF SERVICES TO THE AGING proposes that a volunteer, when given training and proper supervision and supported by a well-organized volunteer program, can bring about a wider range of services, and play a major role in meeting the needs of Michigan's aging citizenry.

BOOKLET SUMMARY - VOLUME 1

A successful volunteer program depends upon *need assessment, trained leadership, staff support, finance, community resources,* and careful *planning* in all phases of program operation: recruitment, screening, matching and placement, pre-service and in-service training, supervision, retainment, evaluation, and recognition.

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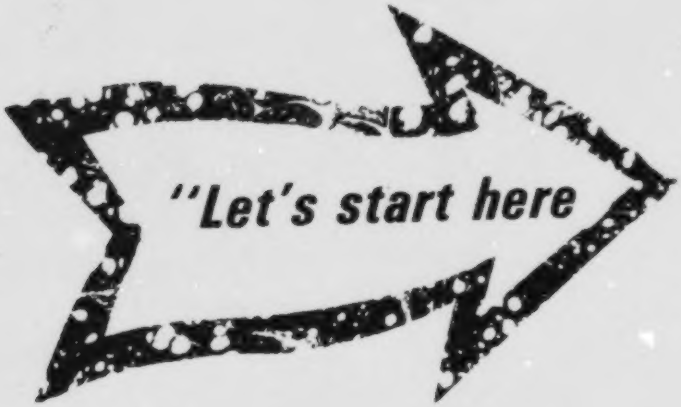
CHAPTER ONE

PLANNING GUIDELINES FOR A VOLUNTEER PROGRAM



The most critical area of program development is the planning process--designing a method to achieve a desired end. The staff of the Michigan OFFICE OF SERVICES TO THE AGING stresses the importance of planning: in providing a framework for efficient program management (including staff responsibilities); in considering potential problems prior to the implementation of the program; in aiding the evaluation of the program's accomplishments and weaknesses.

The planning process for a volunteer program (which is explained step-by-step in this booklet) involves:

- Identifying needs; staff, agency and senior citizen.
- Establishing goals and objectives that meet these needs.
- Choosing the right volunteer program for your agency.
- Identifying available resources.
- Managing and evaluating your program.

Points about planning

- Usually a minimum of three months planning time is essential to any volunteer program.
- The planning process should be completed prior to the recruitment of the virst volunteer.

Who is involved in the planning process?

The planning process should involve people who work in the program. Agency directors may do preliminary planning themselves, assign a staff person to do it, or hire a volunteer coordinator. The primary consideration is interest: "Who on the staff really cares about a volunteer program?"

No matter who has the primary planning responsibility, agency directors, staff members, senior citizens, and representatives of the community at large should be included in the process. Agency directors are responsible for programs conducted within their agencies. Staff members are responsible for supervising volunteers on a day-to-day basis. Senior citizens will be involved as volunteers or recipients of the volunteer service. They must all work together in the community if the program is to succeed.

The Michigan OFFICE OF SERVICES TO THE AGING considers the dedicated involvement of staff to be a crucial element in the success of a volunteer program. For this reason, it is essential that staff be encouraged to participate actively in the program from the beginning of the planning process.

An agency director can involve the staff in the planning process in at least three basic ways:

A. Group Participation

The staff meets as a group to discuss the proposed program: use of volunteers, innovative ideas, needs, etc. Everyone should be candid so that possible problems between staff members and volunteers can be assessed. Common causes of such problems are differences in race, sex, age, socio-economic status, and education. For example, some volunteers may have higher education and socio-economic status than staff members who supervise them. This may cause problems if the citizen volunteers refuse to accept direction from staff members. Staff members should discuss such problems openly so that they will be prepared to meet them later on.

B. The One-to-One Approach

Some people have difficulty expressing their ideas effectively in groups, even in small groups like staff meetings. Opinions of such persons can be drawn out by a skillful interviewer during a private meeting. The staff member is, thus, reassured that his/her concerns over the program will remain private and yet be considered.

C. Staff Input

Every staff member writes down (but doesn't sign) what they feel the program could include. Be extremely careful in your evaluation of the written material so as not to cut off your resource.

IDENTIFICATION OF NEEDS: STAFF, AGENCY AND SENIOR CITIZEN

The agency director must be concerned that a volunteer program serves the needs of the agency and its clients, as well as the volunteers. The needs of each group should be assessed.

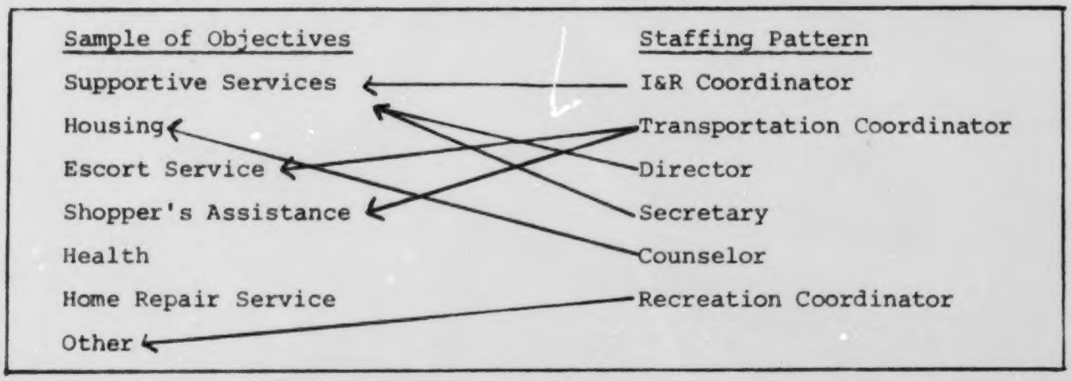
A. Staff Needs

The following procedure is one method of identifying staff needs:

1. Ask each staff person to independently list the things they have done on the job in the past two or three work days in their approximate order of frequency.
2. Ask them to check off the things they had to do, but would rather not, preferring to be free for new projects.
3. Now ask the staff to make another list, identifying those activities which are necessary to improve the agency's capability to meet program objectives.
4. Have your staff suggest the types of things on this list they do that volunteers could do.
5. Then consider the items on both these lists as things that volunteers might be able to do.

B. Agency Needs

The agency director may wish to use the Needs Assessment Process through Staffing Pattern Analysis (NAPSPA) to assess agency needs. The process is shown for agency "XYZ" in the chart below:


Sample of Objectives
Supportive Services
Housing
Escort Service
Shopper's Assistance
Health
Home Repair Service
Other
Staffing Pattern
I&R Coordinator
Transportation Coordinator
Director
Secretary
Counselor
Recreation Coordinator

Explanation

You can see that this staff cannot accommodate the given objectives because of the limitations of staff size. The director has several alternatives to meet his/her mandate of providing six services to senior citizens. Two of these alternatives are: (a) He/She may redirect staff efforts. The director would provide in-service training to educate these staff members for their new roles. (b) If such training is not feasible an efficient alternative would be to use VOLUNTEERS. For example: A retired carpenter to assist or direct the Home Repair Service component; volunteer health personnel to assist in the Health Service component.

From the above information, you can work with the staff to develop some basic, realistic job descriptions for your potential volunteers. Accurate job descriptions are essential in order to attract volunteers who can make a worthwhile contribution to the program. These descriptions should tell the volunteer *what* he/she may be doing, *how* he/she may be doing it, and *why* he/she is doing it. For more information on HOW TO WRITE JOB DESCRIPTIONS, see Appendix A.

C. Senior Citizen Needs

One way to determine senior citizen needs is to examine statistical data on the elderly population in your area. Examining this data will help set priority needs. For example, if you discover that 50 percent of your seniors have a third grade education level, you might consider starting a volunteer tutorial program as a high priority project.

Possible sources for statistical data include the Police Department, the Department of Social Services, local schools, local Area Agencies on Aging, area health planning services, the Department of Public Health, and social security offices.

Another useful method is to ask senior citizens through interviews or questionnaires what their needs are and what services volunteers might provide.

Two additional methods of determining senior citizen needs are the analysis of the Information and Referral System (I&R) of an agency, and a participation registration card for the client. Most agencies have an I&R system, beneficial in the sense that it identifies resources to correspond to the specific needs of the senior citizen, the services presently being provided to meet the specific senior citizen needs, and the gaps and duplication in services offered to senior citizens. The participant registration card records specific characteristics and needs of the client. An example of a participant registration card is on the next page.

After gathering additional suggestions from the staff, the agency director must evaluate all data and decide how the various needs might be served by a volunteer program. (Please refer to chapter two for technical assistance on evaluating the data from needs assessment.)

THE VOLUNTEER COORDINATOR

The agency director may wish to delegate some of the responsibilities for a volunteer program to a staff member designated as the volunteer coordinator.

The main duties and responsibilities of a volunteer coordinator are:

1. To assist the agency director in the planning of the volunteer

Client Identification Number ________

PARTICIPANT REGISTRATION CARD

A. Name ________________________________ Date of Registration ________
Last First M.I.

Address ________________________________ Phone ________

________________________________ S.S.# ________

In Case of Emergency Contact ________________________________

B. VITAL STATISTICS

Age: +60 ( ) Yes ( ) No Date of Birth ________________

Sex ____________ Race ____________ Marital Status ____________
(Optional)

C. EMPLOYMENT

Employed: ( ) Full Time ( ) Part Time ________________________
Phone

( ) Not Employed Veteran ( ) No ( ) Yes

D. FINANCIAL RESOURCES

Source of Income ( ) Pension ( ) Insurance ( ) Salary ( ) Savings
( ) Social Security ( ) Private Income
( ) Other: ________________

Supplementary ( ) SSI ( ) DSS ( ) Food Stamps ( ) Medicare
( ) Medicaid ( ) Other: ________________

Income Level: ( ) Below Low Income ( ) Low Income to 125%
( ) Above 125%

E. HOUSING

Independent: ( ) Owns Home ( ) Rents ( ) Apartment ( ) Room
( ) Room/Board ( ) Retirement Home ( ) Public Low-Rent
( ) Other: ________________

Dependent: ( ) Hospital ( ) Nursing Home ( ) Foster Care Home
( ) Home of Relative or Friend ( ) Other: ________________

Lives With: ( ) Spouse ( ) Alone ( ) Friend ( ) Relative

F. MOBILITY

Mobile: ( ) Drives ( ) Walk ( ) Public Transportation
( ) Private Transportation

Impaired: ( ) Walker ( ) Crutches ( ) Wheelchair ( ) Bedridden
( ) Housebound ( ) Other: ________________

G. PHYSICAL HEALTH: [Indicate (G) Good, (F) Fair, (P) Poor]

( ) Sight ( ) Speech ( ) Hearing ( ) Climb Stairs ( ) Grasp
( ) Lift ( ) Bend ( ) Walk ( ) General

Note Any Chronic Health Problems: ________________________

Special Diet Needs: ( ) No ( ) Yes ________________________

H. MENTAL HEALTH

( ) Alert ( ) Confused ( ) Withdrawn ( ) Depressed.

( ) Other: ________________________

I. DEPENDENCY:

	None	Some	Much
Manage Finances			
Remembers Instructions			
Understand Instructions			
Laundry			
Housekeeping			
Home Maintenance			
Shopping			
Personal Hygiene			
Personal Safety			
Understands English			
Other (Specify below)			

J. LIVING CONDITIONS:

	Adequate	Inadequate
Lodging		
Heating		
Ventilation		
Lighting		
Accessibility to Out-of-Doors		
Privacy		
Plumbing		
Hot Water		
Other (Specify below)		

SERVICE NEEDS:

DATE OF INITIATION:

SERVICE GAPS:

ADMINISTRATOR
RECRUITER
TRAINER

program.

2. To assist the director in orientation and training of staff regarding purposes, methods, and value of volunteer service.
3. To develop appropriate ways of using volunteers in needed programs.
4. To assist the director in recruitment, screening, orientation, and training, placement, and evaluation of volunteers.
5. To prepare recruitment, placement, and training materials.
6. To administer the volunteer program.
7. To oversee the staff personnel involved in supervising volunteers.
8. To provide in-service training to staff and volunteers.
9. To establish and maintain adequate records and methods for systematic reporting of statistical data.
10. To develop some method of recognition of volunteer service programs based upon years, hours of service, etc.
11. To keep abreast of program development and to inform the agency director and Board of creative uses of volunteers.
12. To prepare publicity for the media (e.g., stories for the press, public service announcements for radio, slides for T.V. shows).

For continuity and growth of the program, it is essential that the volunteer coordinator be a paid staff member. If your target is 30 volunteers or less, a half-time coordinator may be sufficient. If you intend to use less than ten volunteers, you may be able to assign the coordinating work to a staff member already within the agency. This will work only if the coordinator operates with a specific job description and enough time to adequately develop the program.

CHOOSING THE RIGHT VOLUNTEER PROGRAM FOR YOUR AGENCY

These general suggestions should be considered when selecting the type and scope of your program:

1. Learn from the experience of existing volunteer programs. Consult with other local volunteer programs, or contact the state OFFICE OF SERVICES TO THE AGING.
2. Start with a small program, which can be viewed as a pilot project.
3. A pilot mechanism might establish a mini-Volunteer Action Center (VAC)* in your area. A VAC acts as a clearinghouse on volunteer activities. Interested persons are interviewed by the VAC volunteer coordinator who refers them to a community agency or organization requesting volunteers. Other services of the VAC include organizing volunteer programs and educating the public about the value of volunteerism.

   Relating the concept of the VAC to aging programs, a volunteer coordinator could recruit volunteers from the community and senior centers, and refer them to an aging program which has made a request for volunteers and submitted good and specific job descriptions of the volunteer task.
4. Another pilot mechanism might establish a Retired Senior Volunteer Program (RSVP). RSVP is designed to place senior citizens in meaningful volunteer opportunities within his/her community. RSVP provides the senior volunteer with out-of-pocket expenses incurred in his/her job performances (e.g., meal, transportation costs).

   RSVP is a federal program funded by ACTION.* Both federal and local funds are required to operate an RSVP.

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*Information on the VAC can be obtained by writing to the OFFICE OF SERVICES TO THE AGING, 3500 North Logan, Lansing, Michigan 48913. The information on ACTION programs can be obtained by writing to Stanley Stewart, ACTION State Director, 231 West Lafayette, Federal Building, Room 1058, Detroit, Michigan 48226.

If federal funds are unavailable to you but you are interested in applying the RSVP concept to your program, you might start off with a very small pilot program operating on local funds, eventually applying to ACTION for federal support. Community agencies, donations from local groups, and small grants will probably be the best sources in your search for local support.

5. Other pilot program ideas that you might want to consider:
   a. For seniors who want volunteer jobs but do not want to leave his/her house or senior citizen center, you might want to contract with agencies in the community to bring their volunteer job into the senior's home or senior citizen center. Example: An agency can bring envelopes to be stuffed with flyers to a group of seniors at a center.
   b. ACTION VISTA programs can supplement the service programs to seniors. You might want to use/expand the concept of VISTA in relation to your aging programs. Example: you could recruit young people in your community and match them with seniors, or for the summer, you might have the corps of young people perform various volunteer duties (e.g., drivers, escorts, shoppers' assistants, etc.).
   c. Start your own pilot SCORE-ACTION program using retired persons in your senior center or other aging program. Example: you might have senior women who have had many years of experience in cooking and homemaking teach others these skills. You have a vast wealth of experience and knowledge in your own senior citizens!
   d. YOUR IDEAS.

Agency Considerations

Like most programs, a volunteer program must have legitimacy, respect, and significance in your administrative structure. Its success depends partially on good placement within the agency structure (i.e. which department or division will be responsible for the program?). The following points to consider will help with your placement.

GROUNDWORK

Addressing and clarifying these issues before the first volunteer walks in the door will enhance communication between your program, staff, and the volunteer.

1. To whom will the volunteers report?
2. Who will supervise their work? (In most cases, volunteers are supervised by a regular paid staff member.)
3. Who will be responsible if things go wrong?
4. What reports will be required?
5. Who will maintain records for volunteer hours?
6. What are the health requirements of the volunteer job (i.e., Do you need able-bodied persons or will handicapped volunteers be able to handle the job?).
7. Who will be responsible for screening?
8. Who will the volunteer contact if he/she is unhappy with a job assignment?
9. Who will evaluate the volunteer?
10. Who will take on supervisory responsibility when the volunteer's regular supervisor is absent?
11. Has your volunteer program, its goals, and the role of the volunteer coordinator been clarified with the staff and Board members?
12. Who will be responsible for clerical tasks associated with the volunteer program?
13. What commitment will be made to volunteers, in terms of volunteer expenses such as transportation, meal reimbursements?
14. Does the agency have insurance coverage for volunteers? (Volunteers must be insured for personal, auto, and accidental liability.)
15. Are by-laws, advisory committee policy and procedures to be established by each volunteer program?
16. What will the administrative supervisory relationship be between the volunteer coordinator, project administrator, volunteer supervisor, and agency director?
17. Who will have the authority to fire volunteers?
18. What are the plans for in-service training and advancement for volunteers?

Other Considerations Related to Funding and Identifying Resources for your Proposed Program

Volunteer programs cost money. *Volunteer expenses* include transportation, meals, and insurance. *Administrative expenses* include salaries, fringe benefits, office supplies, and equipment. You might not be in a position to begin a volunteer program at this time because of a limited budget. This is a decision your agency director (or the agency's Board) must reach.

However, it may be possible to identify alternatives which you can afford. As suggested earlier, you might be able to adapt an existing volunteer program (VAC, RSVP, etc.) to your needs. Or you could seek financial support from other local sources (United Way, area businesses, service clubs, etc.). A third alternative would involve the preparation of a grant application. Foundations, and local and state governments designate a specified number of dollars for social service and volunteer programs each year. (Possible sources of funding are listed in Appendix E as well as chapter four which contains information on budget preparation.) Test the creativity of your staff by brainstorming other sources.

At the same time you define need and goal priorities, you must identify volunteer resources to meet these needs and achieve these objectives. You must remember, though, there is no guarantee that volunteers can meet every need or even any particularly high priority need.

Knowledge of your community is a must in identifying your volunteer potential. Contact your local volunteer bureau, RSVP, church, Red Cross, college, high school, Junior League, medical auxiliary, labor unions, state employees union, any large block of working force, and even senior citizens in your own system. The seniors in your area may be your best source.

CHAPTER TWO

HOW TO EVALUATE YOUR NEEDS DATA AND SET GOALS FOR PROGRAM IMPLEMENTATIONS

Evaluating the needs data

This manual cannot offer you a model for evaluating your data. You may wish to seek outside help for this task. If you need technical information, you might wish to contact your local area agency on aging or college for their assistance. For a superficial assessment of the data, you may choose to depend on your own experience and expertise.

Setting goals and objectives

This is the most important step in planning a program. Setting goals and objectives defines what the planners hope will be accomplished by the program and the standards by which the program's success will be measured. Poorly stated or unrealistic goals and objectives can lead to poor programming, poor service delivery, an eventual failure of the program, loss in participation or participant dissatisfaction.

Definitions

A *goal* is defined as the long term, desired end-result of your program, written in concise, simple terminology. For example a program's goal could be "to develop within three years, a volunteer transportation network to operate on a daily basis for the Grand Rapids senior citizen center."

An *objective* is the means of accomplishing the stated goals. (Generally, there are a number of objectives necessary to meet a given goal.)

An easy way to develop your objectives is to state them so that they contain the following points:

- what specifics tasks must be done
- who will do the work
- when the work will start and finish
- how the work will be measured
- who will receive the service.

Remember to prioritize objectives; they can't all be done at once.

EXAMPLES OF OBJECTIVES

NEED: Seniors need transportation to the center.

GOAL: To develop within three years a volunteer transportation network to operate on a daily basis for the Grand Rapids Senior Citizen Center.

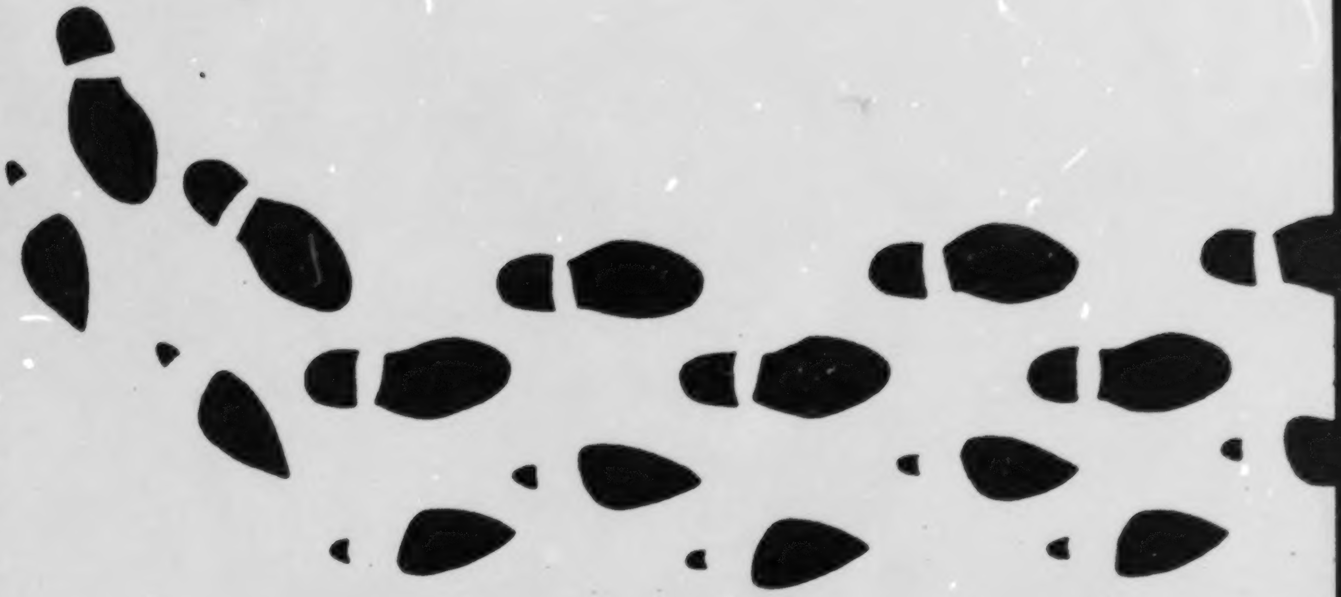
OBJECTIVES:

Wrong (too vague)

1. Provide transportation to persons in Grand Rapids said to have a transportation problem.
2. Start program in winter.

Right (clear)

1. Begin operation of transportation program by January, 1976, which will transport at least 450 senior citizens. Those to be served: The handicapped, and those seniors having no transportation to-from the senior citizen center.
2. Achieve by June, 1976:
   - a) Funds for volunteer and program operation expenses.
   - b) Increase the number of volunteer drivers by 50 percent.
   - c) Increase the number of participants receiving the service by 10 percent to 30 percent.



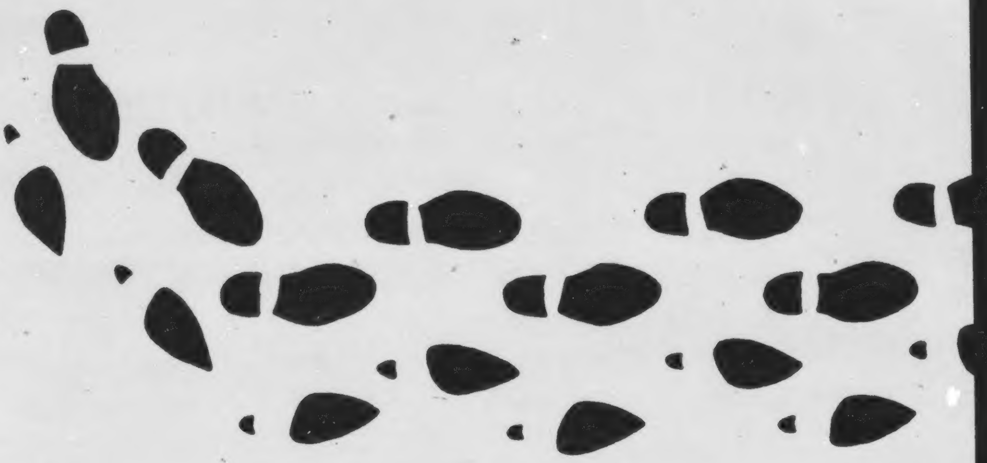
SUMMARY OF ACTION STEPS

You have now identified your needs, evaluated and catagorized them according to priorities, set goals and objectives. The next step is to develop a working program to meet the objectives, in this case through the use of VOLUNTEERS.

The following chapters include steps in program management, staff roles, responsibilities, and suggest ways to recruit, train, and retain volunteers.

CHAPTER THREE

BASIC STEPS IN MANAGEMENT OF A VOLUNTEER PROGRAM



This chapter will discuss the following processes or basic steps in program management:

1. Orientation of staff to the program plan and to the use of volunteers.
2. Preparing job descriptions.
3. Recruitment of volunteers by the staff and volunteer coordinator (motivation of volunteers).
4. Screening volunteers by the volunteer coordinator.
5. Matching the volunteer with the job (job placement).
6. Training the volunteer (orientation and in-service training).
7. Supervision of volunteers.
8. Record keeping.
9. Evaluation of volunteers and the program.
10. Recognition of volunteers.

ORIENTATION AND TRAINING OF STAFF TO VOLUNTEERS; VOLUNTEER PROGRAM PLAN

The management of volunteer programs begins with staff orientation to the program objectives and the use of volunteers. (This orientation should come *before* the first volunteer is recruited.) Orient and train your staff in the following ways: (see also Appendix C--"10 Commandments" for Professional and Volunteer Staff).

① Explore the staff's ATTITUDES towards volunteers. An opening session, led by the agency director or volunteer coordinator, in which staff members are encouraged to verbalize their concerns, apprehensions, prejudices, and other feelings regarding volunteers and the use of volunteers in supplementing and complementing their job task, is *crucial*. Each member must be reassured that his/her remarks are confidential. Plan on a number of sessions to cover your orientation material. Remember, anxiety levels may be high for both the leader and the staff members, so be patient, empathetic, and understanding.[1]

It should be made clear that the administrative and Board personnel are solidly backing the volunteer program. Board members and upper echelon staff are encouraged to attend this orientation and serve as models, demonstrating positive attitudes, openness to new program ideas and the willingness to take risks inherent in any new programmatic effort.[2]

It's a good idea to have your staff use role playing during the session, working through their attitudes toward volunteers and simulating interactions between staff and volunteers.

Suggestions for role playing in orientation and training sessions

Role playing and discussion sessions for staff, during which staff members are encouraged to act as new volunteers, should be about 15 minutes each. Following are some suggested role play situations:

a. A weekly meeting of volunteers and the volunteer coordinator demonstrates the role of supervisor in a case where the volunteer has difficulty with the job task or has a personality conflict with the supervisor.

b. The introduction of a volunteer by a staff member to a home shut-in case.

c. The first day at the agency for the volunteer. Introduction of the staff to the volunteer, etc.

d. The staff person and the volunteer communicating about a particular senior citizen who is in need of services.

e. The transportation of senior citizens to the center by volunteer drivers. This interaction should demonstrate points the staff member must communicate to the volunteer on the proper method of handling this situation.

Further training aids can be supplied by the OFFICE OF SERVICES TO THE AGING. The OFFICE hopes to provide filmstrips and samples of training manuals and models for the training of staff and volunteers.

② Outline and discuss the roles and responsibilities of the staff (as suggested below). The staff must understand that their involvement begins during the planning phase and continues throughout the program in such areas as ongoing needs assessment, training, screening, supervision, evaluation, and reward.

The following chart, which delineates programmatic responsibilities within the agency, is suggested for use IF your agency employs a sufficiently large staff. If not, the agency's volunteer coordinator must possess the skills to effectively deal with all of the management areas mentioned.

FUNCTION	VOLUNTEER COORDINATOR	PROFESSIONAL STAFF	CLERICAL STAFF	AGENCY DIRECTOR
Staff Training	2			1
Needs Assessment	2	2		1
Job Description	2	1		
Recruitment	1		2	
Screening	1	2		
Orientation and Training of Volunteers	1	2		2
Job Placement, Matching	1			
Supervision	2	1		
In-Service Training of Volunteers	1	2		
Record-Keeping	2	2	1	
Evaluation of Volunteers	1	2		2
Motivation of Volunteers	1	1		2
Recognition of Volunteers	1	1		2

Key: 1 = Primary responsibility
2 = Secondary responsibility

PREPARING JOB DESCRIPTIONS

As mentioned in chapter one, staff members play a major role in planning for the volunteer program through writing descriptions of the jobs which volunteers will be asked to do.

Job descriptions are essential. They give volunteers a clear picture of their responsibilities in relation to clients and staff. These job descriptions should also include any special qualifications necessary, specifics of the hours, days, and length of commitment needed from the volunteer. In addition, the job description is an evaluatory tool for the agency when assessing the volunteer's performance. It can also help the volunteer decide if she/he wants the particular volunteer job.

Although the content of job descriptions varies, a simple format can be used in presenting the necessary information.

JOB DESCRIPTION FORM

Name: (of person describing job)
Title: ____________
Address: ____________
Phone: ________ Date: ________

1. JOB TITLE: (Give this much prestige)
   Example: Assistant Accountant
2. LOCATION: (The place where the volunteer is to perform his/her job)
   Example: 111 South Plummer St., Room 105, Riverbend, Michigan
3. TIME COMMITMENT: (Include the exact hours, days of the week, and the minimum and maximum number of months or days required for the job.)
   Example: Four hours a day, any two days a week, for the next five months, minimum. Eight months maximum.
4. SUPERVISOR: (Name and position of the person who will be supervising the volunteer)

Example: Ms. Joyce Bell, Chief Accountant

SUPERVISORY SESSIONS: (Specific meetings to discuss volunteer progress, etc.)

Example: Regular weekly meetings in Conference Room B at 10:00

5. OBJECTIVES: (Goals of the service to be performed. This should be a brief, concise sentence)

Example: To assist Title VII accountant in bookkeeping; to help build accounting system in Region III area

6. DUTIES: (List duties and responsibilities of the job)

Example:
1. Record financial data.
2. Prepare records (e.g., income tax payments)
3. Prepare internal financial reports
4. Other duties connected with a complete accounting cycle.

7. QUALIFICATIONS: (Include everything necessary for the effective performance of duties, from physical to human qualities desired. Be careful not to over- or under-qualify the position. Try not to be rigid in setting your requirements. Specify insurance, car, requirements. Also include any special training required. The hours, place, and person(s) conducting the training should be identified.

Example: Experience in accounting procedures; a general knowledge of math. Must be able to travel, provide own transportation, be able to work well with others in administrative capacity.

Must be able to attend general orientation to agency session, two or three hours in review preparation and assessment of skills in working with grants and the present accounting system. Four hours on-the-job training with accountant, Monday, Wednesday, and Friday. Eight-hour (day-long) training conducted by State Office on Aging accountant in Lansing, once a month, at 111 South Plummer, Riverbend. Trainer: Mr. Joe Tamon.

8. COMMENTS: (Statements about special events, specific aspects of the job, etc.)

A job description needs periodic revision in order to serve a meaningful purpose in recruitment, placement, training, and evaluation of the volunteer service.[3]

For further information regarding job descriptions, see Appendix A.

RECRUITMENT: HOW TO GET A VOLUNTEER!

The primary responsibility for recruiting belongs to the volunteer coordinator.

Recruitment is the process of engaging a person to fulfill the job requirements for an established need. In other words, recruitment can only be initiated if the need for the particular service has been determined. Please refer to chapter one: Identification of Needs: Agency, Staff and Senior Citizen Needs.)

The key to successful recruiting is FOCUS, INITIATIVE AND CHALLENGE.[4]

- *Focused recruiting* means making a decision about the kind of person you want. You should start with the job rather than the person. (For job description information, see Appendix A). From the job description that you have prepared, decide what kind of person can best fill the job. Then, search for that kind of person.
- *Initiative* is essential in locating the right volunteer. You should be the aggressor and actively seek out volunteers in your local community. Don't forget your own senior citizen population. They're good volunteers themselves!
- *Challenge* potential volunteers. Don't make the volunteer commitment sound like busy work. Stress the challenge of the work, its seriousness, and its significance.

Using FOCUS, INITIATIVE AND CHALLENGE in a Recruiting Method

A. Speaking Engagements

Start with your own friends, friends of the staff, or seniors within your own setting. Then initiate other contacts. Talk before groups.

Be sure you are ready with recruiting brochures and other introductory materials about your agency, needs, etc. for those who are interested. Your talk should concentrate or focus on several basic points. You might want to highlight what the volunteer can expect from the program: a meaningful and responsible job, staff support, dedicated and effective leadership, worthwhile training, and personal growth.

A good film can be very helpful. Ask [illegible]r state OFFICE OF AGING for suggestions of films relevan[illegible] your presentation.

B. Media

Utilize newspapers, newsletters, radio, and TV stations in your area. Focus on the work to be done and the kinds of people you want. Avoid a "come on." An example of a newspaper article with a focus message is:

> "WANTED: HELP!"
>
> Man or woman. Age unimportant. Work for as many or as few hours per week as you wish, at 00.00 dollars per hour. Work to find and visit senior citizens, to participate in a meal program for senior citizens to provide secretarial, clerical, transportation aid, teach crafts, etc. Willing to train. If interested, please call 333-3333 and ask for Ms. J. Doe.

Put your article in the same section of the newspaper every time you advertise. Some newspapers even provide column space for the volunteer recruitment efforts of agencies and other organized groups.

Radio and TV stations may donate air time for public service announcements advertising your program. Make sure you provide stations with public service announcements of various lengths, and convince the station manager that running your announcements is beneficial to the public interest and the station's image.

For samples of newspaper articles, newsletters, brochures, etc., please see Appendix B.

C. Posters

You might want to design posters using a picture of a senior citizen with a caption such as "This Woman (or Man) Needs You" or "Can You Help This Woman (or Man)?"

Simple hand-made posters can be effective.

Professionally printed posters can be obtained from the Office of Volunteer Programs, Washington State Office of Economic Opportunity, Hotel Olympia, Olympia, Washington. The 18" × 12" colored posters cost 18 cents apiece and are available in twelve styles. They can be adapted to your program by simply inserting the name, address, and phone number of your agency.[5]

D. Flyers and handbills are easy to make, inexpensive, very effective, can be left anywhere, and can supplement your posters.

E. Your volunteers are your best source of recruiting more volunteers. A volunteer is like an ambassador in the community; he/she can make or break your program. Bring together a core of volunteers and have them recruit seniors, young people, and others at churches, supermarkets, union halls, senior clubs, service club meetings, high schools, etc.

Some recruiting tips

1. Involve your schools in helping you make posters--an elementary school child can make surprisingly good posters. How about a poster contest?
2. Often, your recruiting campaign will be more successful if the recruiter is of the same cultural or ethnic background as the potential volunteers.
3. If you need male volunteers, concentrate on recruiting in men's service clubs, churches, retirement groups, and nursing homes.
4. Approach labor organizations for access to their retirees.
5. At social gatherings, schedule a serious time for you to talk about special jobs in your community that can be filled by volunteers.

6. Use pictures. A good photograph can communicate a powerful message. Be sure to get written release from persons being photographed if you intend to use the picture in your recruitment campaign.
7. An extensive letter-writing campaign may be undertaken, e.g., from board member to leaders of clubs, etc. The letters should convey the need for volunteers and seek the reader's help in either personally becoming involved or in helping to recruit from his/her fellow members and associates.[6]
8. Exhibits attract attention and possible new recruits. Good places for your exhibit include bank lobbies, hospitals, nursing homes, shopping centers, welfare offices, displays at fairs, school halls, or libraries. Remember to see that your exhibit is staffed for those who stop to ask questions!
9. *Motivation* is the underlying factor in recruitment and retention of your volunteers. The primary motivations for volunteering include altruism or the desire to become involved with a worthwhile cause; a desire for self-improvement; a need to share; the desire to do something different; and the desire to do one's best. However, there are as many reasons for volunteering as there are volunteers. These needs should be positively reinforced on a regular basis. For example, the display of interest on the part of the supervisor says to the volunteer that *she/he is important and needed.*

For further information about RECRUITMENT, please refer to Appendix B.

SCREENING: THE FIRST INTERVIEW WITH THE NEW RECRUIT

After you have recruited your potential volunteers, the screening process begins. "The purpose of the screening ... is to determine if the person can satisfy the agency's needs as well as to determine how to best utilize the volunteer's talents."[7] A serious, well organized interview let's the recruit know that your agency thinks the job is important and encourages the volunteer's feelings of self-worth, or self-assurance.

An excellent screening device is the volunteer application. The volunteer application is concise and information packed. A sample of a volunteer application is shown and discussed further in the following pages. Remember, though, don't overwhelm your applicants with paperwork or literature to read.

Three more important points about screening: (1) Consider personalities and attitudes. You are not obligated to accept every applicant. If doubts exist about a potential volunteer's ability to "fit in" comfortably while providing efficient assistance, don't hesitate to augment your screening process; for example, ask another staff member to interview the applicant and confer with you. (2) Screening can be used to educate the community about your program and offers an additional recruitment tool. If the process is informative and satisfying, an applicant may wish to disperse information about the program to the community whether or not she/he decides to become an active volunteer. (3) You might mentally run through all the possible job placements for the volunteer and the applicant's qualifications for each.

Who does the screening of volunteer applicants?

The agency director should assign this job to the volunteer coordinator or the staff person who has been assigned volunteer coordinator responsibility. If at all possible, at least one other person (a staff person, advisory committee member, or the director) should be included in the screening process.

It might be worthwhile to set up a role play screening situation to give the volunteer coordinator experience in screening. Have staff members play the roles of volunteers.

Tips on Screening Volunteers

1. Have your volunteer job description firmly in mind, so that you have a clear basis upon which to evaluate and compare applicants.
2. It is important to use a volunteer application form similar to that which is included in Appendix C. This form is fairly standard, including most information you will probably need to know about the

applicant. Notice that it is similar to an application for paid work. You should check out the applicant's references, and skills. Personality characteristics (i.e., maturity, stability, perceptiveness and self direction) are important, as well, and can be inferred from responses to application questions. The ideal applicant is nonjudgmental, patient, caring, and willing to learn. It is most important that the applicant be able to project warmth and a sense of caring.

3. Do not accept an applicant until he/she has completed a pre-assignment orientation designed to give a realistic forecast of what is in store for him/her.
4. Mary Swanson, in her book Your Volunteer Program, has written an informative article on "How to Interview." This excellent reference can be order by contacting:

   Volunteer Training Program
   Des Moines Area Community College
   2006 Ankeny Boulevard
   Ankeny, Iowa 50021

   Your Volunteer Program by Mary Swanson
   Price: $2.65
5. You may choose to give the volunteer the following two forms to complete so that you will have even more information on the individual's interests, training, and experience.

MATCHING AND JOB PLACEMENT: THE SECOND INTERVIEW WITH THE VOLUNTEER

The next step in program implementation is to match the volunteer with the job and/or the senior citizen to be served. The volunteer application form, interest and skill inventory, and interview (with a senior citizen or the person requesting the volunteer) will be the major tools in the matching process.

A square
peg in a
round hole

FORM I

SELF-INVENTORY OF SKILLS AND ABILITIES*

I CAN DO THIS:	VERY WELL	WELL	SO-SO	NOT AT ALL	COMMENTS
SPEAK AND PERSUADE Skill in expressing ideas and in communicating; ability to sell and influence others					
TEACH AND TRAIN Skill in interpreting ideas, to conduct sessions and relate to people; lead discussions; use audio-visual materials; study and learn on a continuing basis					
DRAW AND PAINT Skill in sketching, drawing, ability to decorate, make handicrafts; take pictures					
SING, DANCE, PLAY AN INSTRUMENT Skill in choral and solo singing; playing an instrument; dancing; lead a musical group; teach folk dancing, perform for an audience					
RECORD KEEPING AND REPORTING Skill in filing; keeping neat, accurate records; ability to make concise reports; take minutes at meetings					
USING STATISTICS AND NUMBERS Skill in using numbers and in checking financial reports; ability to collect and analyze figures; to compute and estimate					
OTHER SKILLS AND ABILITIES (List and/or describe here)					

FORM II

INTEREST AND HOBBY CHECKLIST FOR VOLUNTEERS*

This informal checklist will help the new volunteer in clarifying his/her own interests in relation to the job.

WHAT I LIKE TO DO:	ALL THE TIME	MOST OF THE TIME	A LITTLE	NOT AT ALL	COMMENTS
Reading and writing					
Taking responsibility					
Speaking to groups					
Meeting new people					
Dancing and singing					
Sorting papers; keeping records					
Typing					
Fixing machines					
Drawing and sketching					
Camping, living out of doors					
Research and analysis					
Swimming and hiking					
Working with math problems					
Selling or contacting people					
Experimenting with mechanical devices					
Making things, repairing					
Teaching					
Cooking and entertaining					
Designing clothes and decorating					
Making decisions					
Presiding at meetings and events					
Acting in a play					
Leading a discussion group					
Driving a car					
OTHER (list or describe here)					

---

*These forms are taken from VOLUNTEER TRAINING AND DEVELOPMENT: A Manual for Community Groups, by Anne K. Stenzel and Helen M. Feeney.

When carrying out the matching process it is important to consider a variety of individual characteristics.

Some of the considerations relating to *personality* are listed below. CAUTION: Remember that these observations should not be given undue significance unless you are a trained psychologist, social worker, or psychiatrist. Nevertheless, you may find that much information to help you match the right volunteers with the particular volunteer job can be gleaned from consideration of the apparent "positive" and "negative" personality traits listed.

Positive	Negative
- Is independent	- Is dependent
- Seems relaxed	- Is tense, anxious
- Generally positive self-image	- Negative self-image
- Is trusting	- Is fearful
- Is outgoing	- Has few friends, unsociable
- Is sensitive	- Is abrasive
- Is willing to cooperate	- Does not cooperate
- Shows leadership qualities	- Is not assertive
- Is intelligent	- Is senile, immature
- Seems attentive	- Does not pay attention
- Appears to accept praise	- Does not respond to praise
- Is active	- Has few interests
- Seems to generate warmth	- Is suspicious, distrustful
- Is flexible	- Is rigid
- Is a good listener	- Overly talkative, difficulty in communicating (prefers monologues)

Add your own ideas

Because of the sensitive nature of these observations, the maintenance of confidentiality is imperative. It would be wise to implement a system of coding to use in recording observations about personality traits (e.g., D = defensive, K = inappropriate, 2 = drifts from the subject, etc.).

GROUNDWORK

Matching criteria such as *age*, *race*, *cultural background*, *sex*, *interests*, *location*, and *personal attitudes*, as well as personality traits, also helps a volunteer successfully relate to a senior citizen. Research has found the following to be generally true:

Age: The volunteer will best be accepted if he/she is approximately the same age as the senior citizen.

Sex: Volunteers and senior citizens of the same sex tend to work best together.

Race and Cultural Background: A volunteer of the same race or cultural background as the senior citizen will likely be more effective than a person who is not of the same race or culture.

Location: The volunteer and senior citizen should live rather close to each other. Relative proximity lends itself to easier communication and the volunteer is more likely to be familiar with the senior citizen's home and his/her neighborhood situation.

Interests: Building a relationship means talking and doing things together. The relationship between the volunteer and the senior citizen can be solidified by developing a common interest area. The volunteer recruiting and screening processes should point out the interests of the volunteer. The senior citizen can be evaluated in terms of his/her interests by using The Activity Inventory below.

Activity Inventory*

Name: ______________________________ Date: __________

Are you a volunteer ______ or senior citizen ______?

Please indicate your interest for each activity:	Like	No Preference	Dislike
Entertainment			
Car rides			
Movies			
Reading, writing			
Bowling			
Other (specify)			

	Like	No Preference	Dislike
Cultural			
Art			
Dance			
Concerts			
Theater			
Music Appreciation			
Writing			
Others (specify)			
Educational			
Visiting places, cities			
Tutoring			
Speeches			
Other (specify)			
Skills			
Cooking			
Driving			
Drawing			
Mechanics			
Sewing			
Crafts			
Typing			
Listening			
Empathetic			
Singing			
Playing instruments			
Others (specify)			
Personal			
Shopping			
Friendly visiting			
Others (specify)			
Sports			
Baseball			
Basketball			
Boxing			
Camping			
Canoeing			
Golf			
Fishing			
Hunting			
Others (specify)			

Comments ______________________________

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*This form is adapted from Guidelines and Standards for the Use of Volunteers in Correctional Programs by Ivan Scheier and Mary L. Cox.

TRAINING THE VOLUNTEER

Training is one of the most complex functions in the administration of a volunteer program. Its purpose is to convey the necessary information and skills the volunteers will likely need in order to carry out their tasks. There are two main facets to training: (1) training design (planning) and (2) implementation.

Design covers numerous considerations:

- length and scheduling of training
- preparation of materials (handouts, manuals, etc.)
- scheduling of rooms, reservation of audio-visual equipment, purchase of supplies
- assignment of trainers
- the training curriculum
- etc. (see "Scouting Information" at the end of this chapter).

Before you begin, you must determine the purpose/goal of your training program; e.g., to prepare volunteers for their placements, to teach volunteers how to compile survey data. Next, determine how long the training program will take and begin to act on the other considerations. Examples of materials that can assist you in training design are included here. (See the "Scouting Information" and "Time Content Sheet" at the end of this chapter.

One very effective training format model presented below involves four phases.

PHASE 1: Orientation and Pre-Services Training

This session is presented by the volunteer coordinator and designed to familiarize the volunteer with the job, senior citizens and your agency. In addition, the volunteer should be told what resources are available to him/her in carrying out the volunteer job, what his/her rights and responsibilities are as a volunteer, and what can be expected from your agency in regard to recognition of his/her services.

Let's look more closely at each component mentioned above and make some suggestions about how to carry them out:

1. Orientation of the volunteer to your agency: Introduce volunteers to the agency people with whom they will be working, especially their supervisor(s). You should familiarize the volunteer with the building layout, especially the areas where he/she will work and keep personal belongings. Also, you should inform the volunteer about agency policy, philosophy, history, purpose, by-laws; its organizational structure and the relationship of volunteer services to the agency, and the integral role of the volunteer within the overall programs of the agency; definitions of the agency services, and selected terminology peculiar to your agency; specific policies and procedures considered important to all staff, e.g., in-house rules, standard operating policies (such as confidentiality of records, record-keeping procedures, etc.).

2. Orientation of the volunteer to the senior citizen: The average person does not know what a senior citizen is really like. Volunteers in programs for seniors cannot operate successfully unless they do know. Show films or slides or use role plays to illustrate the experiences and needs of senior citizens. Invite college and university teachers of Social Work and Gerontology to lecture on the aging process. Ask the Office on Aging to identify the needs of the elderly as discussed in The Michigan Comprehensive Plan on Aging Study--1975 (prepared by the Policy and Program Analysis Division). Consult with ministers, older persons, and appropriate college personnel in your area.

3. Orientation of the volunteer to the job: Use your volunteer job description to explain the work you want the volunteer to do. During the orientation session(s), elaborate on the job description, discuss the hours, length of service, job definition, role of supervisor, skills training (content of training will be determined by specific situations), and the reporting mechanisms and procedures. Provide plenty of time for questions and discussion. It might be helpful to use role play, films, and interviews with the staff member who had identified the need when explaining the job

definition and duties. You may want to mention the relationship of the volunteer job to the objectives of the volunteer program, giving the volunteer a sense of importance.

4. Informing the volunteer about community resources: You should provide the volunteer with local resource information so that he/she will be aware of the community's potential to help the volunteer perform his/her job. The Michigan Agency on Aging (AOA) maintains a list of resources and may be able to give you some technical assistance in this area.

5. Introducing the volunteer to his rights and responsibilities: Introduce the *Volunteer Bill of Rights* and *Volunteer Responsibilities* listed in Appendix C. Advise the volunteer of the conduct expected of him/her. Discuss the procedure for reassignment in case of job difficulty.

6. Skills building: You might use the volunteer application and skills inventory to help you determine which skills your volunteers might lack to perform the job satisfactorily. (For example, you might decide that volunteers would establish better relationships and communication if taught to listen more effectively.) Instructors for skills training can be found throughout the community--in agencies, educational institutions and businesses.

For a skills building aid see the booklet*, "One-to-One Relationships: Some Suggestions for Volunteers."

PHASE 2: On-The-Job Training

After the general information and skills material have been presented, volunteers should be given the opportunity to "test" their placements. This is called "On-The-Job Training" (OJT). The duration of OJT depends on the complexity of the placement, but one to two weeks is usually adequate.

During OJT, the supervisor should be readily accessible to the volunteer in case questions or problems should arise. A meeting of your volunteers to check progress during OJT is also desirable.

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*Ordering information in Appendix D.

PHASE 3: Post On-The-Job Training

After the period of on-the-job training is completed, volunteers should be provided Post-OJT sessions. Why?

1. To give feedback to staff about experiences, problems, etc.
2. To allow volunteers the opportunity to suggest changes in their job descriptions (or to request a different placement).
3. To serve as a "wrap-up" to the total training program and give volunteers the opportunity to suggest areas in which they would like further training.

PHASE 4: In-Service

In-service training is the means by which the volunteer coordinator or staff member can: (1) provide opportunities for expansion of the volunteer's knowledge base, (2) perfect skills, and (3) improve job performance.

In-service training sessions should be considered "mini-training programs;" that is to say, they should be formal, regularly-scheduled (once a month, every two months, etc.), and designed to convey specific new skills or information to volunteers.

The planning and design of in-service training should include the same considerations as a full-scale training program. An important factor to consider, however, is that in-service sessions are shorter (one-half or one full day), and therefore plans should be tighter, i.e., don't overload your schedule of activities and concentrate on one topic (e.g., Writing Budgets, Cost Accounting, Establishing a Transportation System, etc.). If necessary, seek agency and community experts to conduct your in-service training.

The following resources are among the many useful texts written about training:

Resources

ACTION
806 Connecticut Avenue, N.W.
Room 1107
Washington, D.C. 1-202-254-6886

GROUNDWORK

Publications: Synergist

Articles of Special Interest:

"Guide to Relevant Resources"--published in each issue.

Training More Effective Volunteers," Jean Lall, Volume I, #3, Fall, 1972.

"Meeting People in Group Situations Without Getting Tired, Going Broke or Losing Sight of your Objectives," Rita Diehl, Volume II, #2, Fall, 1973.

"Job Descriptions: Matching Volunteer Skills with Agency Needs," John Caulev, Volume II, #3, Winter, 1974.

"Training Tips: Designing an Effective Orientation Session," Volume II, #2, Winter, 1974.

"Need Overlap Analysis," Dr. Ivan Scheier, Volume III, #3, Winter, 1975.

"Training Tips: Assessing Motives of Helping," Dr. Steven J. Danish, Volume III, #1, Spring, 1974.

ASSOCIATION OF VOLUNTARY ACTION SCHOLARS
Box G55
Boston College
Chestnut Hill, Massachusetts 02167 1-617-969-0100, x 249

Publications: Journal of Voluntary Action Research
Volunteer Administration

NATIONAL CENTER FOR VOLUNTARY ACTION (NCVA)
1785 Massachusetts, N.W.
Washington, D.C. 20036 1-800-424-8630 WATS line

Publications: Voluntary Action Leadership for Volunteer Administrators

Articles of Special Interest:

"The Tool Box"--published in each issue.

"What About the Staff," Elizabeth M. Cantor and Margaret R. Pepper, Spring, 1975.

NCVA also publishes training and workshop materials on Board-Staff relations, evaluation and other areas. Currently in the works are nine other training packages, including one on workshop design.

NATIONAL INFORMATION CENTER ON VOLUNTARISM
Suite 717
The Colorado Building
Boulder, Colorado 80302 1-303-447-0492

Publications: Volunteer for Social Justice Newsletter.

Various materials on training, usually specifically in criminal justice settings, although these may give you ideas you could use in other programs.

OTHER RESOURCES

Heine, Carol, Jan Margolis and Frederick H. Margolis, Focus: Team Building Center for a Voluntary Society, 1507 M. Street, N.W., Washington, D.C. or National Council of Catholic Laity, 1312 Massachusetts Avenue, N.W., Washington, D.C. 20005.

Schindler-Rainman, Eva and Ronald Lippett, The Volunteer Community: Creative Use of Human Resources. Order from NTL Institute Publications, 1201 16th Street, N.W., Washington, D.C. 20036.

NTL Institute Publications. Write for list of publications from address above.

Margolis, Frederic H., Training by Objectives: A Participant Oriented Approach, F.M. Associates, LMT. 50007 Barkwood Place, Rockville, Maryland 20853.

Lippitt, Ronald, Watson, Jeanne and Westley, Bruce, The Dynamics of Planned Change, Harcourt, Brace and World Company, New York, 1958.

Training Volunteer Leaders. Order from Research and Development Division, National Council of Young Men's Christian Associations, 291 Broadway, New York, New York, 10007. Cost is $6.50.

Developing Your Volunteer Program in Aging, Volume Two, Office of Services to the Aging, Lansing, Michigan.

SUPERVISION

"One good deed, dying tongueless slaughters a thousand waiting upon that
Our praises are our wages" -- Shakespeare

The choice of a supervisor for a volunteer depends on placement; e.g., if the volunteer will be doing office work, the office manager would be the logical supervisor. In any case, the "supervisor" is the person to whom the volunteer is responsible for a particular area of work. A volunteer coordinator, in some instances, will be the supervisor.

The supervisory role is a very serious one. We would like to stress the significance of the supervisor as being the person who works closest with the volunteer, and the qualitative effect he/she has on the program.

Your supervisors should be aware of the following points:

A. The relationship between the supervisor and the volunteer will influence: (1) the climate of the agency, and (2) the volunteer's motivation to perform the job.

B. An hour spent in supervision will yield an average of 15 hours of service, according to the Association of Voluntary Action Scholars, which points out the importance of regularly scheduled sessions with each volunteer.

C. Role play can be a handy technique for testing and dealing with staff anxieties about being volunteer supervisors.

D. Certain jobs will require more supervision than others.

E. Supervision should keep pace with the volunteer's abilities. Don't expect too much too soon. The supervisor should deal with each volunteer on an individual basis.

F. Use the job description to insure understanding of role, expectations, duties.

G. The volunteer should feel free to communicate with the supervisor to express his/her ideas; the volunteer should feel the supervisor is appreciative of his/her comments. Listening skills are particularly important here.

H. Game theory can be used to reveal certain supervisory problems and the ways that supervisors cope with them. "Games Supervisors Play" by Lillian Hawthorne (Social Work Journal, Volume 20, Number 3, May, 1975) is an excellent article describing the games and embarrassing tactics that supervisors may resort to in an effort to resolve their problems concerning authority.

I. An effective supervisor leads, not drives, thereby building a sense of security and confidence in the volunteer. Supervisors should recognize improvements in the volunteer's performance and skills.

J. The supervisor's proper function is to provide information and materials and the organization necessary for the job, and then give the volunteer room to work. The supervisor should be sure that he/she receives supervisory training and evaluation of his/her performance to spot weaknesses and foster growth.

Appendix C provides information on establishing positive relationships with people and a "Bill of Rights" for volunteers.

Remember:

> "Enthusiasm can be rekindled in volunteers. Water at 211 degrees is only hot water, but water at 212 degrees is steam, which can generate unlimited power and drive. People work for the feeling of accomplishment they get from a job well done--both the leader and those whom he leads."[8]

RECORD KEEPING

> "Records are to the volunteer service what food is to the body. They provide the necessary nourishment to keep the program sustained and growing."[9]

Record keeping not only provides accountability for the services rendered, but is the means by which a program can determine the degree of success being realized. Furthermore, only through well-detailed and accurate record keeping can the placement, evaluation, and planning processes be implemented. As important, is the need for record keeping in developing and preparing budgets.

Records should be maintained by staff, the volunteer coordinator, and the volunteer. Some of the records kept by the staff and volunteer coordinator are: quarterly reports, volunteer file, volunteer requests, understanding of agreements, volunteer hours, etc. The records to be kept by the volunteers include: volunteer hour reporting form, and travel expenses.

If you have only a small paid staff, you might want to have one or two of your volunteers keep the volunteers' records.

A. The Volunteer File

A file should be maintained for each volunteer; it should be continuously updated and a part of the agency's permanent files.

At the very least, the volunteer file should contain the following: the volunteer's application form; basic statistics; a list of volunteer interests; a record of the hours or participation by the volunteer in the program; and an outline of the training provided. It is also suggested that the volunteer file contain reports by the volunteer on any senior citizen he/she is visiting and notes by the volunteer coordinator on the volunteer's performance.

The following forms and those included in Appendix D are meant to serve as guidelines to further help you in developing your record keeping system.

B. Reporting Hours Form

The significance of the reporting hours form for both the volunteer and the agency should be stressed during volunteer training. Recording the number of volunteer hours serves several purposes.

1. The number of hours served by volunteers may offer substantiation for the agency when seeking funds for the volunteer program.
2. Volunteer hours recorded offers another means of evaluating the volunteer service on factors such as consistent performance of service.
3. Volunteer hours and contributions indicate volunteer effort and is in alignment with the Administration on Aging regulations.

APPLICATION AND VOLUNTEER PLACEMENT RECORD

APPLICATION FOR VOLUNTEER SERVICE

Date ________

Name ______________________________ Phone ________
Last First

Social Security No. ____________ Birthdate ________ Do you drive? _____

PREVIOUS WORK EXPERIENCE: (What, Where, When?)

PREVIOUS VOLUNTEER EXPERIENCE: (What, Where, When?)

SPECIAL SKILLS, INTERESTS: (Example: Typing, Accounting, Lip-Reading, Gerontology, Foreign Languages, etc.) ______________

In case of emergency, contact: Name ______________ Phone: ________
Address ______________

Referred by: ______________________________

Time Available	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning							
Afternoon							
Evening							

Signature ______________________________ Date ________

APPLICATION AND VOLUNTEER PLACEMENT RECORD (continued)

DO NOT FILL IN BELOW

Service Preferred ____________________

Health Status ____________________ Chest X-Ray ________

Name Pin ____________________ Training ____________________

Accident Insurance ____________________

Orientation to Agency ____________________

Trial Placement ____________________

Final Placement ____________________

COMMENTS ____________________

____

VOLUNTEER PLACEMENT RECORD

Service Assignment	Date Placed	Date Term'd	Remarks	Hours Worked	
				Year	Hours

WORK SCHEDULE*

Name ______________________ Supervisor ______________________

Date	Hours Worked	Activity
Mon ____		
Tues ____		
Wed ____		
Thurs ____		
Fri ____		
Sat ____		
Sun ____		

Date	Hours Worked	Activity
Mon ____		
Tues ____		
Wed ____		
Thurs ____		
Fri ____		
Sat ____		
Sun ____		

(Enter additional activities and dates on reverse)

______________________ Volunteer signature

______________________ Agency supervisor signature

______________________ Date

*This form is adapted from the ACTION, UYA Program, Oakland University.

You should always have a form for the volunteer to use to keep a personal record of hours. This form should be simple, broken down by weeks or months. It tends to be less confusing if the volunteer recorded his/her hours by the week.

C. The Quarterly Report

In addition to being able to refer to individuals' application forms and hourly forms, you will also want to know at a glance what's happening in your program as a whole, i.e., how many volunteers there are in the programs, how many seniors served, how many volunteers have been screened, how many persons were eliminated during screening or dropped out in the past year or quarter, etc. This kind of record is called a "quarterly report."

EVALUATION OF THE VOLUNTEER AND PROGRAM

Evaluation is a process of critically analyzing volunteers, staff, and program effectiveness in order to determine progress as well as overall strengths and weaknesses.

The evaluation process must be on-going. Too many administrators think of evaluation as a quarterly or annual requirement, a "necessary evil." If adequate, on-going records are kept in all management areas, this process can be facilitated.

In addition to documenting programmatic progress and assessing personnel performance, frequent evaluation aids in planning, screening, preparation of job descriptions, etc. Therefore, the monitoring of your program on a daily basis is a "good habit" to develop.

Formal evaluations (for the agency's Board or for your funding organization) may be conducted by staff--the agency director, the volunteer coordinator, and supervisory personnel. Be sure those participating in the evaluation are familiar with the guidelines and requirements. (Outside consultants may be contacted for assistance if your program wishes to spend the necessary dollars.)

QUARTERLY REPORT

NAME OF AGENCY: ______________________________

AGENCY DIRECTOR: ______________________________

VOLUNTEER COORDINATOR: ______________________________

I. SENIOR CITIZEN DATA

A. No. of senior citizens being served by volunteers end of last quarter: ______

B. No. of new senior citizens being served by volunteers during quarter: ______

C. Total no. of senior citizens being served this quarter: ______

II. PROGRAM DATA

A. No. of active programs (total): ______

B. No. of new programs started this quarter: ______

C. Name of new volunteer programs this quarter: Type of Program:

______________________________ ____________

______________________________ ____________

______________________________ ____________

D. No. of volunteer programs terminating this quarter: ______

E. Total Net Programs: ______

III. VOLUNTEER DATA

A. Current no. of volunteers: ______

B. No. of active volunteers: ______

C. Volunteers temporarily absent: ______

D. Of the total number of volunteers, how many are:

1. High school volunteers ___
2. College volunteers ___
3. Non-professional volunteers ___
4. Professional volunteers ___
5. Senior volunteers ___
6. Others (explain) ____________ ___

E. No. of new volunteers trained during quarter: ______

F. Total no. of volunteers trained from ____________ to end of this quarter: ______

G. *No. of volunteers assigned during quarter:* ________

H. *No. of volunteers reassigned during quarter:* ________

I. *No. of volunteers screened out during quarter:* ________

J. *Type of service:*	*Volunteers*	*No. People Receiving Service*	*No. Hours Donated per Quarter*	*Equivalent Wage**
1. *Individual counseling*				
2. *Group counseling*				
3. *Tutoring*				
4. *Clerical/office work*				
5. *Legal service*				
6. *Arts and crafts*				
7. *Recreation*				
8. *Religious programs*				
9. *Friendly visiting*				
10. *Telephone assurance*				
11. *Hosts, hostesses*				
12. *Drivers*				
13. *Outreach services*				
14. *Escort services*				
15. *Others (explain)*				
________________				
________________				

K. *Total volunteer hours served this quarter* ________

* *Equivalent wage list is available at the Michigan OFFICE OF SERVICES TO THE AGING.*

Monitoring or informal evaluation is everybody's responsibility, including the volunteers. Keep good records, provide regular opportunities for feedback (weekly staff and volunteer meetings). Check problems before they grow out of proportion.

There are various methodologies that can be employed in evaluation--questionnaires/surveys, interviews, reviews of records. Decide which method(s) would best gather the data needed. Don't do unnecessary work to compile information you really don't want or need. Further, it is critical to maintain the confidentiality of some sources of information, depending on the nature of the evaluation.

The following excerpt from Your Volunteer Program by Mary Swanson (Evaluation Checklist for the Volunteer Coordinator, pp. 182-190), highlights some important reasons for evaluation and monitoring. Remember these, and add your own reasons.

ACCEPTANCE BY STAFF

Does the volunteer program in your agency have the complete support and approval of the administration?

Does the entire staff understand why volunteers are being used in the agency?

Are all staff members familiar with the ways in which volunteers are being used and in what areas they will be working?

RECRUITMENT

Do you know how and where your agency is going to use volunteers before you start to recruit?

Do you use a variety of sources for obtaining volunteers?
- your board members?
- friends of your volunteers?
- neighborhood people?
- Volunteer Bureau?
- churches?

INTERVIEWING AND PLACEMENT

Have you drawn up good clear job descriptions?

When volunteers are assigned to a specific job, do they know:
- what they are to do?
- when, where, to whom to report?
- how many hours they work?
- what additional training is required?
- what equipment to bring?

Is the importance of continuity of service in situations where the volunteer is working directly with clients or patients stressed?

ORIENTATION AND TRAINING

Are time and personnel for the orientation of volunteers included in planning for your volunteer program?

Do your volunteers know what is expected of them as to:
- performance?
- appearance?
- behavior?
- confidentiality?
- attitude toward clients or patients?

Have you prepared manuals or other literature to help volunteers keep in mind the things they need to know?

Do you give the volunteer an opportunity to acquire the skills needed for a particular assignment through:
- formal training programs?
- consistent on-the-job training?

SUPERVISION

Has your agency administration designated one person, staff member or volunteer, as the overall director of the volunteer program?

Do your volunteers know to whom they are immediately responsible:
- to report to for work?
- to turn to for help and advice?
- to call when unable to be present?

Do you keep track of how volunteers are getting along in their jobs:
- through an adequate system of records?
- through personal conferences?
- through contact with the supervisory personnel?

Do you let the volunteer who is doing well know that this is so?

Is an attempt made to help the volunteer who is not doing well by building up interest, increasing skills, instilling confidence?

Are the channels of communication always open between you and your volunteers?

REASSIGNMENT

Are your volunteers assigned to a specific job for a "trial period" at the end of which they may continue in the same job, be assigned to another, or withdraw altogether?

Are your volunteers given a chance to change from one type of service to another, to learn new skills, to assume positions of greater responsibility?

ASSIMILATION

Do you invite your volunteers to take part in:
- general agency meetings?
- occasional staff meetings?
- anything the agency does as a whole?

Are they encouraged to make suggestions and do their ideas receive courteous attention?

RECOGNITION

Do you feel it is important to most human beings to be told that their efforts are appreciated?

Does your agency make a point of saying "thank you" to its volunteers:
- informally and personally--on a day-to-day basis?
- formally and publicly--in the presence of fellow workers, staff, board members, clients or patients, family and friends?

Have you developed your own system of awards?
- certificates?
- pins?
- stripes?
- plaques?

EVALUATION

Does your total plan for agency operation include a periodic stock taking of the volunteer program?

Do you evaluate the program in which they work as well as the performance of the volunteer?

Are volunteers an asset to your agency in the sense that they have:
- enriched your existing program?
- made possible the extension of services?
- made possible the inauguration of new services?
- served as first-rate public relations people?

If your volunteers appear to be a liability, have you considered any new approaches that might convert them into assets?

In evaluating the volunteer program, do you include:
- a look at the structure as well as the content?
- an assessment of staff time put in measured against volunteer performance?
- a discussion of problems encountered?

Do both staff and administration--as well as the volunteers themselves--participate in the evaluation?

Have you considered calling in an outside expert in order to keep the evaluation more objective?

Are you prepared to receive the recommendations of an objective evaluation and see to what extent your agency can adopt them?

Do your staff members:
- attend workshops on volunteers?
- Talk to volunteer supervisors from other agencies or areas of service? Evaluation generally leads one to consider whether a project or service should be discontinued, or whether it should take a new approach. It is generally clear that volunteer leaders will want to continue project or service

if they have agreed to do so for adjusted time period and if their evaluation reveals that there is still a need for the service rendered.

ACCOMPLISHMENT AND RESULTS

Your statistics should be analyzed for the performance results in relation to the agreed-upon goals of the program and all of its components. A good appraisal will present a total picture of the performance of staff, board, committees, volunteers and the benefits of those being served. A summary statement of all surveys and questionnaires should result in a guide to action. Results will develop good guidelines if the evaluation was done thoroughly, and the results were compared to the job requirements and not to another person or another program.

If a volunteer continues on the job and the placement has been successful, the evaluation timing was right. If the volunteer is dissatisfied, the reasons for this dissatisfaction should be appraised, and a different placement may be desired.

Results of the evaluation should effect an immediate change in the program before further mistakes are make; and plans for the following year should be made to provide a greater degree of excellence than evidenced in the current appraisal. Current status may be changed to a new program designed for maximum service. Appraising and counseling efforts can be directed to planning and operational improvements. Understanding that change is something to look forward to, will put the program into action.

RECOGNITION OF THE VOLUNTEER

While volunteers in your agency do not receive a salary for the services they provide, they do expect payment in other forms. The volunteer coordinator and the entire agency staff should realize this and develop ways of recognizing the vital contributions made by all volunteers. A "thank you," in whatever form, positively affects motivation and retention rate. Listed below are several ways you could say "thanks" to your volunteers.

A. Volunteers provide many hours, days, weeks of dedicated service. Make a practice of noting these contributions whenever you communicate with your volunteers --a few well-chosen words of appreciation, praise, and gratitude, a smile, a pat on the back, a display of interest in the volunteer's work, are always welcome and always appropriate.

B. Include volunteers in administration matters which pertain to their placements --ask for their opinions regarding a pending decision, include them in evaluations, involve them in volunteer training, etc. Provide an opportunity for advancement in the volunteer network.

C. Letters of appreciation from agency personnel (director, volunteer coordinator) are a must! These should be sent at the beginning and at the end of service. If possible, an annual message from prominent persons--community leaders, the Mayor, the Governor, etc.--could serve as added incentive to the volunteer effort.

D. Your Board of Directors will be most interested in the progress of your volunteer program. Highlights of the various accomplishments of volunteers might be included at regular Board meetings. Achievements of particular merit could be acknowledged by letter on behalf of the Board.

E. Volunteer recognition dinners should be an annual affair at which time awards could be presented, e.g., certificates, flowers, pins, and other small gifts. You might wish to select a "Volunteer of the Year."

F. Informal picnics, parties, potlucks for the volunteers can be held throughout the year, perhaps at holidays.

G. Media coverage in the local newspapers and your agency's newsletter could include human interest articles, "Volunteer of the Month" selections, photographs, etc.

H. Award ribbons for 50 hours of volunteer service per quarter.

You should select any types of recognition most appropriate to your program. Samples of Volunteer Certificates and "Volunteer of the Month" forms are included in Appendix D.

SCOUTING INFORMATION

(Developed by Rebecca Hollingsworth,
M.S.U. Volunteer Program)

Date of Contact ____________________

Name and title of contact person(s) ____________________

____________________ Phone ____________

Name of Agency ____________________

Address ____________________

Phone number ____________________

Name of agency director or person in charge, if other than above:

Name ____________________

Phone number ____________________

Type of service requested ____________________

____

____

Desired outcomes of the service requested ____________________

____

Type of population to be worked with (brief description of work activity).

____

____

____

How many people will be involved? ____________________

Is attendance voluntary? ____________________

Location of training or consulting ____________________

____

Number and size of rooms available ____________________

____

Preferred training or consulting times

Dates ____________________

Days ____________________

Hours ____________________

What budget constraints must be considered in submitting a proposal or design? ____

____

Type of evaluation desired ____

____

Is a written proposal requested? ____________________

If so, by what date? ____________________

Can training or consulting be done in the evenings and/or weekends? _____

____

If program is residential, where would staff be housed? ____________

____

Is video recording and play-back equipment available? If yes, what type and make, e.g., Sony's, Ampex 1", etc. ____________________

____

____

Can a 16 mm sound projector and screen be available? ____________

Can client provide a list of names and addresses of all participants two weeks before training or consultation? ____________________

Date by which a decision will be made about the acceptability of our proposal: ____

Comments: ____

____

____

____

TIME CONTENT SHEET — Day 1: May 1, Thursday

TIME	BREAKDOWN	WHAT	HOW	MATERIALS	WHERE	STAFF
EXAMPLE						
9:00 a.m.	15 min.	Welcome, overview	General session.	Training Packet	373 SFH	UYA
9:15 a.m.	30 min.	Get acquainted exercise	Mix & mingle; fishbowl.	Index Cards, etc.	373 SFH	UYA
9:45 a.m.	15 min	Registration orientation.	Presentation regarding procedures and forms.	UYA & OU forms	373 SFH	Hohauser Frey
etc.						

CHAPTER FOUR

OTHER ASPECTS OF ADMINISTRATION

FUNDING, GRANT APPLICATIONS, AND BUDGETS

Adequate funding is necessary for program continuity and growth. Potential funding bodies include service clubs, churches, government, universities, etc. At the end of this chapter, you will find a list of names and addresses of possible funding sources. Foundations sometimes change their funding priorities from year to year. Learn what the focus of each funding source is for the coming fiscal year, and write your grant in line with these programmatic guidelines. Seek a critical review of your grant from the Michigan OFFICE OF SERVICES TO THE AGING or another expert source. Submit your grant as early as possible to the funding organization you choose.

What should be included in a Grant Application?

Grant applications vary with each funding institution. Generally a grant application is made up of a narrative (text of your program's proposed goals, objectives, and activities) and a budget. Since narratives are individualized per agency needs and plans, the following section will focus on budget. Budget categories are outlined and a sample budget is included for the purpose of illustrating special formulas to utilize when arriving at cost item figures.

General Budget Categories

I. PERSONNEL SALARIES: Volunteer coordinator, Secretary, Others, fringe benefits.

II. TRAVEL: Volunteer Coordinator, local and out-of-state, and Others.

III. VOLUNTEER EXPENSES: Travel (local), Meals, Insurance, Recognition (if desired).

IV. OTHER EXPENSES: general office supplies, equipment, communications. Expenses such as rent, utilities, and maintenance, furniture, office machines, service contracts, printing costs, postage, telephone installation and service, audio-visual material, etc.

Remember:

1. When in doubt, seek technical assistance. The budgeting process is critical, so don't take the chance of submitting a budget with errors.
2. Each granting organization has rules about how funds may be spent. For example, some sources prohibit the purchase of equipment or office rental. Study the grant guidelines!
3. When preparing the budget, your agency will need to determine what "in-kind" (agency contributed dollars) costs it can absorb. Be careful--don't be arbitrary about which types of costs the agency will pay. Again, seek technical assistance.
4. The volunteers come first! Their expenses are a must, especially if your budget is constrained by lack of funds. Without volunteers (and expense money to support them) you'll have no need for office supplies or supplemental personnel.
5. The budget included here is assumed to be for a complete program. Some funding organizations do not make such large allocations. Investigate your sources to see how they distribute their available dollars. In other words, if you need $25,000 to implement a project, don't apply to a foundation or under a Title which averages only $10,000 per request--be realistic. One option is to apply for smaller sums from several sources. This is more work, but sometimes the most (or only) effective technique.
6. Review the two insurance policies for volunteers listed in Appendix E.

SAMPLE BUDGET

EXPENSE CATEGORIES	ANNUAL SALARY	% OF TIME SPENT ON PROJECT	TOTAL COSTS	GRANT FUND REQUESTED	IN-KIND* COSTS
I. PERSONNEL					
A. Volunteer Coordinator	$10,500	100%	$10,500	$10,500	-
B. Secretary	6,500	100%	6,500	6,500	-
C. Fringe Benefits (10% of salaries)					
1. Volunteer Coordinator			105	-	105
2. Secretary			65	-	65
D. Total Costs of Personnel (A+B+C)	$17,170		$17,170	$17,170	$ 170
II. PERSONNEL TRAVEL					
A. Local (No. of miles per week × no. of weeks @ __¢ per mile). Example: 125 mi/wk × 50 wks @ 10¢ mi			625	625	0
B. State Conferences plus meetings (fees plus number of miles × __¢/mile			100	100	0
C. Out-of-State Conferences (flight expense and per diem, if any)			200	200	0
D. Total Cost of Personnel Travel Expense			$ 925	$ 925	0
III. VOLUNTEER EXPENSES					
A. Volunteer Transportation Costs (No. of miles/week × no. of drivers × no. of weeks @ __¢ per mile) Example: 40 miles/week × 40 drivers × 50 weeks @ 10¢/mile			8,000	6,000	2,000

---

*Agency Contribution

	TOTAL COSTS	GRANT FUND REQUESTED	IN-KIND COSTS
B. Meals for Volunteers (No. of volunteers × no. of weeks × no. of meals/week @ $/meal Example: 40 volunteers × 50 weeks × 1 meal/week @ $1.50	3,000	1,500	1,500
C. Insurance			
1. Accident: Total no. of volunteers × premium Example: 40 volunteers × $1.50	60	-	60
2. Public Liability--Auto Liability Example: 40 volunteers × $1.80	72	-	72
D. Recognition Activities Expense (Total no. of volunteers × $/person) Example: 40 × $3.00	120		120
Total Costs for Volunteer Expenses	$11,252	$ 7,500	$3,752

IV. OTHER EXPENSES (Includes general office, equipment, and communication expenses)

	TOTAL COSTS	GRANT FUND REQUESTED	IN-KIND COSTS
A. Office Space (Size × cost/sq. ft., including janitorial service) Example: 12 × 24 @ $6.50/sq. ft.	1,872	-	1,872
B. Equipment			
1. Electric Typewriter	525	525	-
2. Secretary Desk	110	-	110
3. Executive Desk	120	-	120
4. Secretary Chair	30	-	30
5. 3 Side Chairs @ $20	60	-	60
6. 1 Calculator	175	175	-
7. 1 File Cabinet	85	-	85
8. Executive Chair	55	-	55
Total Equipment	$ 1,160	$ 700	$ 460

	TOTAL COSTS	GRANT FUND REQUESTED	IN-KIND COSTS
C. Duplicating			
1. Xerox (No. copies/week × no. of weeks @ __¢/copy) Example: 50/wk × 50 wks @ 5¢	125	-	125
2. General Duplicating (No. of copies × no. copies/mo × 12 mo. @ __¢/copy) Example: 200 copies/mo × 12 mos. × 2 pgs @ .015/page	72	-	72
Total Duplicating Expense	197	-	197
D. Consumable Supplies	200	-	200
E. Postage (No. of letters/mo × no. of months @ __¢/stamp) Example: 100 letters/mo × 12 @ 10¢	120	-	120
F. Telephone			
1. Installation Charge	30	-	30
2. Local Calls Example: $6.20/mo × 12 mo.	72	-	72
3. Long Distance Example: $15/mo × 12 mo.	180	-	180
Total Telephone Expense	402	-	402
G. Miscellaneous			
1. Recruitment Brochures Example: 1,000 brochures @ 30¢ ea.	300	300	-
2. Newspaper Ads	50	-	50
3. Audio-Visual Materials Example: 100 @ 30¢ ea.	30	-	30
4. Promotional Posters	150	-	150
Total Miscellaneous	530	300	230
Total Other Expenses	$ 4,481	$ 1,000	$3,481

BUDGET SUMMARY

Expense Categories	Total Project Cost	Grant Request	In-Kind Funds
I. PERSONNEL	$17,170	$17,000	$ 170
II. TRAVEL	925	925	-
III. VOLUNTEER EXPENSES	11,252	7,500	3,752
IV. OTHER EXPENSES	4,481	1,000	3,481
Totals	$33,828	$26,425	$7,403

EXPLANATION OF SELECTED EXPENSE ITEMS

Item I: PERSONNEL

Under Item I, the suggested salary scale is an average figure and only meant as an example. You might wish to examine similar jobs in other agencies in your particular area to determine the appropriate scale. Allowance for increments in employees salaries and benefits should be planned for each year. The fringe benefits should include medical insurance, social security, and retirement benefits.

Item II: STAFF TRAVEL

Mobility is necessary for recruiting volunteers and for public relations for the volunteer program. Attendance at meetings out-of-state may be allowed at the discretion of the agency director. To increase the volunteer coordinator's expertise, attendance at meetings with the state Office on Aging and at least one in-state conference per year should be built into your budget.

Item III: VOLUNTEER EXPENSES

Reimbursement for meals, insurance, and transportation expenses for volunteers is an issue about which your agency director and Board must make a decision.

Item IV: OTHER EXPENSES

Rent, telephone, utilities, maintenance, equipment may be assumed by the agency as an "in-kind" contribution.

"Overhead" expenses, that is, the cost your agency incurs for administering the grant (costs of printing paychecks and payrool records, preparing financial reports, paying bills, etc.), are not included in this budget.

AFTERWORD

Developing and managing a volunteer program will certainly not be an easy task to accomplish. But, you can do it! Allow ample time before expecting to see results, and keep in mind that a volunteer program will not be successful without:

1. *A need for the volunteer.*
2. *Realistic objectives*
3. *Volunteers feeling their job is rewarding and worthwhile.*
4. *Good job descriptions.*
5. *Orientation of volunteers to the program and to the agency.*
6. *Proper training of volunteers.*
7. *A good job placement system.*
8. *Support by community agencies.*
9. *Two-way evaluation (by the agency and the volunteer).*
10. *Money to cover volunteer, staff, and program operation expenses.*
11. *Good leadership.*

FOOTNOTES

1. Sugarman, Barbara, Georgia Manual for Volunteer Services, Georgia Department of Human Resources, Atlanta, Georgia, p. 1 (Section I).

2. Ibid., p. 2 (Section I).

3. Stenzel, Anne and Helen M. Feeney, Volunteer Training and Development: A Manual for Community Groups, New York: The Seabury Press, 1968, p. 113.

4. Scheier, Ivan and Mary Louise Cox, Guidelines and Standards for the Use of Volunteers in Correctional Programs, U.S. Department of Justice, Law Enforcement Assistence Administration, August 1972, pp. 62, 63.

5. Ibid., p. 68.

6. Swanson, Mary, Your Volunteer Program, Ankeny, Iowa: Des Moines Area Community College, April 1970, p 86.

7. Sugarman, p. 3 (Section I).

8. Swanson, p. 149.

9. Ibid., p. 162.

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APPENDICES

APPENDIX A

- An article, "Job Descriptions: Matching Volunteer Skills with Agency Needs," by John H. Cauley, Jr.
- Samples of job description forms
- Sample of a job description

POSITION TITLE:
Volunteer Probation Officer (V.P.O.).
SUPERVISOR:
Assistant Court Volunteer Programmer.
TIME COMMITMENT:
A minimum of nine months' service availability. The volunteer probation officers must meet with their assigned probationers at least once a week for a minimum of two hours during the first two months. V.P.O.'s are encouraged to maintain the same contact rate after the first two-month service period. They usually serve from six to nine months.
QUALIFICATIONS:
Volunteers must be at least 20 years old, mature, concerned, and a good adult model. They must have no prior arrest and conviction records other than minor traffic violations. Each volunteer is strongly urged to have access to or own an automobile.
TRAINING:
All volunteer probation officers must take six hours of specialized training prior to assignment. Training sessions are held on the first Monday and Tuesday of each month, between 7 and 10 p.m. Active V.P.O.'s are encouraged to participate in the in-service training session on the third Thursday of each month at 7:30 p.m.
DUTIES:
Each volunteer probation officer will be assigned to supervise one child on probation with the County Juvenile Court. The V.P.O. will be expected to meet with his or her child on a weekly basis during the first two months. The volunteer will exercise the court's probation conditions.

Job descriptions

MATCHING VOLUNTEER SKILLS WITH AGENCY NEEDS

JOHN H. CAULEY, JR.
Director, Office of Volunteer Programs
Michigan State University, East Lansing, Mich.

JOB DESCRIPTIONS are definitions of a person's duties and responsibilities within an organization. They are essential to the success of agency volunteer programs. A good job description clearly outlines the function to be performed, and its development forces a social agency to think through its use of volunteers.

An adequate job description cannot be developed unless there is an actual need for the function it describes. Hence, job descriptions meet the first criterion of a good personnel policy—they define needs to be met by the recruitment and training of new staff.

In developing job descriptions for volunteers or paid staff, an administrator is forced to review the nature of his organization and the interrelationships of his staff. This allows him to analyze his resources, plan for their best utilization, and ultimately to organize his unit to meet his goals.

Recently, the staff of the Office of Volunteer Programs at Michigan State University set out to develop several new volunteer opportunities for students enrolled in pre-medical or other health oriented curriculums.

In our zeal to open up new locations for the pre-med type student, we failed to define the role of the volunteer in the agency clearly. Our staff thought the students we recruited would be able to use their training in a residential health care facility. But the agency staff actually planned to use the student volunteers as visitors for their patients.

POSITION TITLE:
Tutor.
SUPERVISOR:
James Elementary School teachers.
TIME COMMITMENT:
A minimum of three hours a week for each tutor during the school year. Five hours a week is preferred.
QUALIFICATIONS:
Tutors must be high school students or adults from the James Elementary School community.
TRAINING:
Tutors will be trained by the teachers to whom they are assigned. Training will take place at the convenience of the prospective tutors and will normally consist of personal interview/information sessions with individually assigned teachers.
DUTIES:
Work with a designated child or small group of children to improve specific skill areas such as reading and arithmetic. Maintain records of activities and progress. Maintain weekly contact with teacher to report progress and plan future activities.

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We started with a well-planned and well-received training session, and the volunteers began with great enthusiasm. The initial enthusiasm was short-lived, however, because the volunteers quickly perceived that they would not be involved in the treatment of residents and that on Saturday mornings—the time assigned to volunteers—only a few of the agency's medical personnel were even on duty.

Our failure to develop written job descriptions led to the almost immediate failure of the volunteer program and the creation of a great deal of misunderstanding between the student volunteers, the community agency, and our staff.

In retrospect, our staff realized that if job descriptions had been written in advance, many of the program's problems could have been avoided.

A description should not only detail the functions of the volunteer, but it should also outline the responsibilities of the agency. For example, good volunteer job descriptions will incorporate all of the following elements:

- A job or position title.
- The function and responsibilities of the volunteer.
- Names of supervisors.
- The required time commitment.
- Essential qualifications.
- The necessary training that will be provided by the agency.

The position title should define and identify the role of the volunteer. Volunteer Probation Officer and Child Activity Room Supervisor are two examples of brief but explicit volunteer position titles. A short explanatory paragraph describing the duties and functions to be performed should follow the position title. Alternatively, the duties and functions can be listed individually rather than in paragraph form. The essential point is that duties and functions must be clear, concise, and easily understood.

Well-developed job descriptions honestly state the actual time commitment required. One of the most serious mistakes an agency can make is to fail to indicate truthfully how much time the volunteer will need to do the job. Too frequently, agency administrators say, "But I can't really expect volunteers to devote enough time to complete the job." If that is true volunteers should not be involved in that job. Volunteers should be recruited and trained only for positions they can handle. Recruiting volunteers without clearly defining the time commitment will ultimately result in failure of the project.

Too often, the decision to recruit volunteers is made without adequate planning, preparation, and commitment on the agency's part. This leads to difficulties in the successful implementation of the idea, and these lead directly to frustration and, ultimately, the failure of the well-meaning volunteer.

Businesses do not hire people unless they actually need them. But many agencies create volunteer programs and recruit volunteers before they need them or determine that their use will increase the amount and quality of service provided. When social service agencies have small staffs and resource shortages, the volunteer route seems an easy solution. Hence, the most basic personnel policy—that of establishing an actual need for additional personnel—is often violated in the development of social service agency volunteer programs.

In a paid work setting, after administrators and planners determine that a need exists or that there is a function for another employee, they develop a job description to outline the new position's duties and responsibilities. This allows a prospective employee to get a clear picture of the type of job being offered. It also indicates the requirements for the position to the prospective employee. Even before he applies, the individual knows essentially what the job entails and has an idea about whether or not he is qualified.

POSITION TITLE:
Social Work Aide.

SUPERVISOR:
Individual members of agency casework staff.

TIME COMMITMENT:
A volunteer assigned as a social work aide will be expected to serve for a minimum of 12 months. Each social work aide must serve at least eight hours a week and attend the agency's monthly casework staff meetings.

QUALIFICATIONS:
Each volunteer must be at least 18 years old and should successfully complete the Social Work Aide Training Program.

TRAINING:
The Social Work Aide Training Program consists of 40 hours of classroom training spread over a two-week period. Each volunteer will be expected to demonstrate skills in interviewing, peer counseling, and referral at the conclusion of the training session. The training sessions are conducted semi-annually.

DUTIES:
Each social work aide will be responsible for maintaining a caseload of 10 individuals. The aide will be responsible for providing interviewing and referral service in local community centers. Each aide must maintain a good working knowledge of his or her community and its resources. In addition, each aide must keep regularly scheduled office hours and submit monthly reports to the area community center.

Another obvious difference between the treatment of paid staff and volunteers involves the introduction of the individual to the organization. Management usually provides the paid employee with a general view of the organization and its function. Most important, however, the paid employee is usually introduced to his co-workers and superiors. Where volunteers are involved, this basic essential of most

(Continued on next page)

successful job performance is frequently overlooked. In too many situations volunteers are simply left to introduce themselves and develop their own friendships.

Organizations hiring new employees provide a substantial amount of time for orientation and training. Depending on the nature of the job and the amount of responsibility, the training period for a new employee may last from a few hours to a few days or even weeks or months. Orientation and training gets the new employee off to the proper start and familiarizes him with the organization's goals and objectives. In addition, the orientation-training period gives the new employee time to adjust to his new environment.

Inadequate Orientation

In the development of agency volunteer programs, orientation-training is the one basic personnel function that is carried out on a fairly regular basis. Most social service agencies recognize that volunteers need to have at least a general idea of their functions, and this information is frequently conveyed through some sort of orientation-training session. But even though agencies usually provide orientation-training, it is usually inadequate. Many agencies provide new volunteers with nothing more than an informal interview.

Too often agency personnel have only a vague idea of how volunteers will be used. For example, last year our campus newspaper ran an article based on an interview with the director of a local day care center. The article contained a clear plea from the director for volunteers to assist at the center, but the secretary on duty at the center knew nothing of the newspaper story. Her method of dealing with telephone inquiries about it was to take names and phone numbers with the promise that she would return the call. Later she learned from the center's director that volunteers were always welcome, but obviously no one had prepared the staff for them. Nor was there a job description available. It is doubtful that many volunteers found their experience at the center satisfactory. This is indicative of the manner in which many agency volunteer programs begin.

A good job description indicates the kind of training required for each volunteer position and tells who will supervise the volunteer on the job. Knowing who is responsible for supervising the volunteer is essential. Too many times agencies fail to tell both volunteers and staff.

In fact, most agencies fail to provide adequate supervision for the volunteer, and some provide none at all. Usually, an already overburdened staff member simply assumes responsibility for the volunteers and therefore has little time to oversee their activities. This, coupled with other discrepancies, almost certainly results in the failure and the frustration of the volunteer. In contrast, it is unthinkable that a paid employee would not be closely supervised until such time as he was able to assume responsibilities in a non-supervised setting.

The problems created by the lack of basic personnel policies in the design and implementation of volunteer programs are further aggravated by what may be called the agency-volunteer authority conflict. The question of authority is central to the success of the volunteer effort. Failure on the part of the agency to develop essential and adequate personnel policies for volunteers is a part of the confusion surrounding the authority issues. If social agencies recognized true authority over their volunteers, they would develop and refine personnel policies to outline the nature of this relationship.

The authority problem arises primarily from failure by the agency to recognize the volunteer as a staff member even if unpaid. Thus, the agency relegates the volunteer to a questionable status that creates uncertainty and ambiguity.

The final discrepancy between the non-paid volunteer situation and the paid work setting is the volunteer's lack of opportunity for advancement. In most social service agencies, paid positions are clearly defined and ranked. Each employee knows the requirements and qualifications for advancement. Unfortunately the volunteer has little opportunity for advancement. Too frequently his function has not been clearly defined, and until the agency provides him with at least a job description, it will be impossible to "promote" even the most successful volunteer.

Job descriptions should state exactly what qualifications will be required, and once established, the agency should stick to its written statements. Often agency administrators are quick to waive their own printed statement of qualifications because they do not know how to say no to the well-meaning, overenthusiastic volunteer sitting before them. This failure to adhere to the necessary qualifications will only hasten failure.

Again, in comparing the volunteer setting to a paid work setting, it is obvious that supervisors normally would not hire an applicant unless he meets the minimum qualifications for the position. The same rule must also be applied to all applicants for volunteer positions. An individual either qualifies or he does not. Agencies definitely must learn how to say no.

Agency Needs

Basically, the agency will have certain needs and expectations. For example, our local probate court expects MSU volunteer probation officers to serve for at least nine months. All agencies expect a volunteer to be dependable. If an agency has developed a well-planned volunteer program, its staff will expect those who accept placement to meet their commitment.

At the same time, when developing job descriptions, agency administrators must keep in mind the volunteer's needs and expectations. For example, a volunteer will want to know specifically what his function will be, how much time will be required, who will provide the training and supervision, and what qualifications are required for whatever volunteer position is offered. The volunteer will expect to contribute a valuable service, and will be seeking a meaningful and worthwhile opportunity. If volunteers are only offered tedious tasks that are not wanted by the paid staff, few volunteers will even accept a job in the first place. Agencies must recognize that today's volunteer seeks an opportunity to be involved in a direct-service capacity.

On the other hand, volunteers must realize that agencies are limited in their ability to design and implement volunteer programs. Initially, any social agency will be governed by staff and budget limitations. Even though it may be most desirable to hire a full-time volunteer coordinator to recruit, train, and supervise volunteers, most agencies will not have such resources. Many agencies will not even be able to provide other services such as free uniforms or complimentary meals for their volunteers.

Agencies should also be made aware of volunteers' limitations. Many volunteers cannot give more than two hours a week because they have other commitments. Many volunteers are limited by their own lack of resources. If a volunteer must provide his own meals when he is on duty, he may hesitate to extend his service commitment because he cannot afford the extra meals. Similarly if a program requires volunteers to purchase and maintain their own uniforms many will select other, less expensive programs.

Student volunteers often face limitations not encountered by regular community volunteers. The student volunteer must schedule his volunteer participation around his academic commitments. Every student is faced with term papers, exams, term breaks, and new schedules at the beginning of each term. There are realistic factors to be aware of when recruiting college students for a volunteer program. Both agency and volunteer must honestly assess the requirements and time commitments of all programs.

If a job description is a vital link in the volunteer program development process, how can it be used to the greatest advantage of both agency and volunteer?

The most important fact to keep in mind when writing volunteer job descriptions is to be totally honest. Caution the agency against selling its volunteer program by using impressive volunteer job titles. The most frequent mistake that agencies make is their failure to describe the duties, responsibilities, and time commitment of their volunteer positions honestly. An important-sounding title will not fool volunteers for long if they can see that the agency does not value their contribution.

The volunteer job description, then, should be used in the same manner as a job description for a paid employee.

FIRST, the description should accurately outline the duties and responsibilities of the job.

SECOND, the volunteer job description should be used early in the recruitment-interview-placement process. If the description is well written, it will state explicitly the required time commitment and qualifications. An agency administrator should use the description to make sure that the prospective volunteer meets the minimum requirements. It is a waste of both the volunteer's and the agency administrator's time if they spend an hour and a half discussing the agency's swimming program for the handicapped without stating early in the interview that volunteer participation in the program requires water safety instructor certification.

THIRD, the volunteer job description should be used as one of the very first training devices in the agency's volunteer training program. Clearly stated, well-written job descriptions will save a lengthy explanation of the volunteer's role in the agency, and the description should serve as the launching pad for additional training.

FINALLY, the volunteer job description should serve as a clear statement of the volunteer's duties, and this statement should be used in volunteer evaluation sessions. If the volunteer was recruited and trained to perform a specifically-stated function, then his supervisor can use the description in evaluating and guiding him.

A Non-Student Community Volunteer Job Description

POSITION TITLE:
School-Community Liaison Aide.

SUPERVISOR:
Community school coordinator.

TIME COMMITMENT:
Each aide will be expected to serve for a minimum of eight hours a month during the school year.

QUALIFICATIONS:
Each aide must be a parent of a child attending James Elementary School.

TRAINING:
Each school-community liaison aide will be trained by the community school coordinator assigned to James Elementary School. Training will take place at the convenience of the volunteer and the community school coordinator. Training will consist of an outline of the duties and responsibilities of the school-community liaison aide as interpreted by the community school coordinator.

DUTIES:
The aide will serve as a liaison person between the school and the surrounding community, inform parents of school and community services, encourage parent participation in programs conducted at or sponsored by the school, advise faculty about community problems and special needs, and assist the community school coordinator in the development and implementation of special projects and programs.

Job Description Forms

The "Volunteer Job Description Form," can be used by the volunteer coordinator to describe a particular volunteer job or given to an agency to describe in detail what the volunteer task is to be, what special qualifications are necessary, etc. Later, the volunteer coordinator may wish to add a procedural process component to the form. For example (if the position is a desk job):

First: Sign in volunteer book
Record hours on your time card (add one hour driving time)
Please read notes

Then:

1. Answer phone, giving information upon request. Consult your Information and Referral book at all times. Be sure you have the correct name of the person calling. You are required to fill out a form on this person to document his/her request. Be courteous to your caller please. Identify yourself and the agency.

2. Report the caller's name, using the form located in the middle drawer.

The "Summary of Jobs/Job Descriptions" is designed for the volunteer coordinator to record OPEN jobs and job descriptions. This form is a simple one, so that it can be used as a quick reference. The Summary of Jobs/Job Descriptions should be updated as new requests for volunteers are made.

Also included in this section is a sample of a job description. This example can be used to generate ideas for your own form.

VOLUNTEER FORM

DATE__________________________

AGENCY______________________________

ADDRESS_____________________________ TELEPHONE______________________

____

VOLUNTEER SUPERVISOR
OR CONTACT PERSON__________________ TITLE_________________________

DESCRIPTION OF VOLUNTEER JOB

QUALIFICATIONS, SKILLS, EDUCATION NEEDED

AGE PREFERENCE: UNDER 16_____ 16-18_____ ADULT_____ RETIRED_____

NO PREFERENCE_____

TIME REQUIRED EACH WEEK: _____HRS.

WHEN NEEDED: (INDICATE DAYS OF WEEK AND TIMES)____________________________

DURATION OF ASSIGNMENT: PERMANENT_____ (IF TEMPORARY INDICATE PERIOD
TEMPORARY_____ NEEDED WITH DATES)

LOCATION OF ASSIGNMENT (IF OTHER THAN AGENCY)______________________________

RETURN TO: VOLUNTEER SERVICES
VOLUNTARY ACTION CENTER
121 WEST CEDAR
KALAMAZOO, MICHIGAN 49006

INFORMATION SUPPLIED BY:

____

SUMMARY OF OPEN JOBS AND JOB DESCRIPTIONS

AS OF ____________

Job 1: ______________________________

Duties: ______________________________

____

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(Job filled: date ____________________)

Job 2: ______________________________

Duties: ______________________________

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(Job filled: date ____________________)

Job 3: ______________________________

Duties: ______________________________

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(Job filled: date ____________________)

Job 4: ______________________________

Duties: ______________________________

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(Job filled: date ____________________)

Job 5: ______________________________

Duties: ______________________________

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(Job filled: date ____________________)

(This form could also be adapted to index-card size, for easy revision.)

GEORGIA DEPARTMENT OF HUMAN RESOURCES
Office of Volunteer Services

VOLUNTEER JOB DESCRIPTION
SAMPLE

TITLE: Physical Therapy Exercise Aide

MAJOR OBJECTIVES: To increase the handicapped individual's motorskills thereby extending the client's personal mobility and improving coordination and muscular control.

MAJOR RESPONSIBILITIES:

1. Assist client in performance of the exercise plan developed by the physical therapist.
2. Encourage regular, repetitious performance of exercise plan.
3. Provide client motivation and positive reinforcement.
4. Operate and maintain equipment used.
5. Complete reports on client's progress.

QUALIFICATIONS: Ability to work with clients on a one-to-one basis. Knowledge of factors that influence motivation and human behavior. Capacity for doing repetitive activities with enthusiasm. Experience with physical therapy is helpful, but not necessary.

TRAINING AND/OR PREPARATION: Orientation to DHR, Volunteer Services and physical therapy programs will be conducted prior to the start of volunteer activity. Physical Health staff, other DHR staff or resource persons will conduct two, three-hour long sessions.

The volunteer will meet with the supervisor, in a 2 hour session to review the client's exercise plan, reporting procedures and motivational techniques.

TIME AND PLACE: Two days a week for a minimum of one hour. At the onset, volunteer will meet with client in public health department (or training center). At the mutual agreement between volunteer and supervisor, sessions may be conducted in client's home.

COMMITMENT: At least three months with a six month maximum.

ON-THE-JOB SUPERVISION: Public health nurse (or training center instructor) will supervise volunteer. Volunteer and supervisor will meet together on a regular twice-monthly basis. A beginning volunteer will work closely with the nurse or training center instructor until the volunteer feels competent to work alone with the client.

APPENDIX B

- An article, "Recruitment Techniques," adapted from Chapters II and VI, SERVE: Older Volunteers in Community Service, by Janet S. Sainer and Mary L. Zander, Community Service Society, 1971.
- Samples of newspaper articles from successful Voluntary Action Center--Kalamazoo.
- Sample of a newsletter used to recruit volunteers (newsletter from Ingham-Eaton-Clinton Retired Senior Volunteer Program (RSVP)
- Sample of a flyer from a successful volunteer program in a hospital--Ingham Medical Center
- Suggested supplementary materials

RECRUITMENT TECHNIQUES*

No direct recruitment could have been effective for any senior volunteer program unless efforts had been initiated--and constantly continued--to assure community receptivity, to select placement agencies and prepare them to receive the volunteer, and to establish a relationship with the network of individuals in contact with the older person. Once these steps had been set in motion and were under way, direct recruitment activities could draw from the support they engendered. Thus they were more likely to succeed.

From the beginning, it was recognized that traditional recruitment techniques had to be adapted in order to reach the elderly and to encourage, persuade and convince them that they were really needed and wanted. Over the three-year period, staff experimented with a number of recruitment techniques using them independently and in various combinations, using some in the early stages of development, some later, and some during the entire project period, but always with great flexibility. Each technique was adapted to the particular needs of the volunteer station and to the characteristics of the potential volunteers. Whenever possible, however, the objective was to recruit a group of volunteers to work on one selected day of the week in one specific agency in individual assignments.

Because of the interrelationship and interdependence of recruitment techniques used, it is difficult to separate them and present each one as an independent operation. However, for purposes of clarity they will be presented in two general categories: How a senior volunteer group was started initially, and How an established senior volunteer group was expanded. Although each technique is described under one of these two headings, it is important to bear in mind that none of them was necessarily limited to one aspect of recruitment. Rather, patterns that were successful in one instance were adapted to fit new recruitment needs as they arose.

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*Adapted from Chapters II and VI, SERVE: Older Volunteers in Community Service, by Janet S. Sainer and Mary L. Zander, Community Service Society, 1971.

How a Senior Volunteer Group Was Started

In reviewing how groups were started, it was found that volunteers were recruited for three types of programs: those to be conducted in a community agency outside the immediate neighborhood, those to be located in a neighborhood facility, and those whose community-wide nature required volunteer activity in various locations.

It was natural that, initially, recruitment activities revolved around efforts to interest a nucleus of older persons from an already established organization--a senior center, an older adult club, or a church, as well as to recruit unaffiliated older persons from that neighborhood. The reasons for seeking a group base were threefold. First, it was necessary to reach an audience in order to arouse interest in volunteering, and the only way to accomplish this was to talk to an organized group and from that base to seek out the unaffiliated. Second, group transportation and economic considerations necessitated the recruitment of a large group rather than small units initially. Third, formation of a senior volunteer group composed solely of unaffiliated and unrelated individuals would have been both difficult and time consuming.

Tour-and-See Plan

The recruitment technique which proved most successful, not only during the first year of the project but also as new programs were initiated in different agencies, was the Tour-and-See plan. This consisted of a number of recruitment activities leading to a neighborhood recruitment meeting planned by senior volunteer program staff, in cooperation with local organizations, and was followed one week later by the Tour-and-See visit to one selected agency by a group of potential volunteers.

The Tour-and-See technique was, of course, undertaken only after agencies had been selected and assignments developed there. Only then was the next step taken, to determine the organizations through which contact could be made with older persons in the selected neighborhood--senior centers, church groups, special interest clubs, retiree organizations. Then it was necessary to try to assess the interests and background of the target group, and to highlight those needs of the agencies which were likely to be most appealing and to evoke the greatest response.

Weeks before any recruitment meetings were held the staff of the senior centers was brought on a tour of the volunteer station in order to create a receptivity to the program. If the senior center directors and other leaders working with older persons had not been convinced that service at the particular volunteer station would be important and valuable, they might have discouraged their members from participating.

In order to draw attendance for the neighborhood recruitment meeting, it was necessary that the program not focus exclusively on volunteer service; this was especially important when appealing to older persons who had never volunteered before. A volunteer recruitment meeting advertised as such would never have attracted a large group. In each meeting, therefore, an effort was made to present a program of interest and appeal to older persons. In some, a speaker was invited to talk about social security, health, Medicare, or nutrition. Others took the form of social teas or musical programs. In a number of instances, a party was held on a holiday or in honor of a neighborhood leader. Such programs were more apt to draw large audiences and thus ensure that many persons would hear about the available volunteer opportunities. At each of these functions a portion of the program was devoted to the senior volunteer story and to an appeal to those present to Tour-and-See an agency to which they might wish to give service. This was all carefully planned in advance.

At the meeting, after the volunteer director at the proposed volunteer station had described the program and its need for volunteers, senior volunteer program staff asked those who wanted to visit to sign up for the tour to see for themselves how and where they could be used. There was no commitment to become a volunteer. A bus would pick them up at the senior center or agency in which the meeting was held. The business of the meeting was thus completed. However during the refreshment period that followed, staff and the volunteer director talked to individuals on an informal basis to encourage their personal participation.

In essence this was the format of each of the neighborhood recruitment meetings in the many senior volunteer programs developed. Plans for each bus tour had been worked out in careful detail with the volunteer director at the volunteer station in order to present activities that would be appealing to older persons. It was vital that volunteers should see and understand exactly where their services could be used and therefore, the tour emphasized only those areas and enough of the institution to clarify its purpose and aim.

It was important to consider the sequence as well as the content of the tour in which potential volunteers would see and learn about the volunteer station. For instance, in a tour of a state school for the retarded, they were taken first to see those activities which would be most familiar to them--and probably most appealing--such as the sewing rooms and the occupational therapy shops where arts and crafts were being taught to the residents. But it was agreed by all those involved in the planning that the tour should include the children's wards despite all their apparent difficulties, and these areas were visited at the conclusion of the morning.

After the tour the group was served a hot lunch in a staff dining room. At the group meeting held after lunch in the same room, those who were interested were asked to sign up for service and to give both a first and a second choice of assignments. It was announced that group transportation would be provided regularly if a sufficient number of older persons was recruited to serve every week. The program would start no later than two weeks hence, on the same day of the week as the tour. Pickup would be made at the location where the original community meeting had been held.

After the tour, during the same week, the director of volunteers or a senior staff member or both met with each volunteer who had agreed to serve. The interviews were held in the housing project or the senior center in the neighborhood in which the older person lived. At these meetings assignments were confirmed on the basis of staff knowledge of available openings and the preferences of the specific volunteer.

The Tour-and-See technique was best suited to the formation of groups in institutions and hospitals where 10-20 or more individuals could be used on one day and where the activities were visible. However, it was adapted to other kinds of settings, and proved useful in starting a new group in the same agency on a different day or in forming a small group that could be added to the original core group.

Multiple Tour

Various adaptations of the Tour-and-See technique were tried. One which proved less productive than others was a tour to three institutions on one day. The intension was to offer the potential volunteer a choice of placement opportunities, because it was expected that different individuals would be attracted to different kinds of agencies. However, what proved to be important was a choice of assignments rather than of agencies, and it turned out that the visit to three agencies on one day presented too many alternatives. As a result, few individuals were recruited, even though members of the group said they found the tour interesting and informative. This was additional evidence that an appeal for several agencies or for volunteering in general was much less effective than concentration upon the needs of one agency. The older persons were more responsive to an appeal which was specific rather than broad and which gave visible evidence of a real and immediate need for their service.

Recruitment Through Recommendation of Neighborhood Leaders

In agencies where the needs were valid but not as visible, other recruitment techniques were necessary. One pattern was to form a group by recruiting individuals who had been recommended by neighborhood leaders. For example, when it came time to recruit for a home for the elderly, senior volunteer program staff called pastors of a number of churches in a local neighborhood and asked each one for the names of six individuals who might be encouraged to become friendly visitors. Staff then contacted each of these individuals by letter and by telephone and invited him to a recruitment gathering or tea with the hope of forming a senior volunteer group. Response was better when the pastor personally encouraged the participation of those persons whom he had recommended, and less so when he did not.

Recruitment of a Special Interest Group as a Group

Another way of starting a group was to recruit a special interest group as a group to contribute its interest and skills in service to others. Thus, individual members of the folk dance group of a senior center were recruited as a group to teach the dances they knew to adolescents at a state school.

A variation of this occurred when a group from a local church was recruited to serve at the state school. Although they had not functioned as a special interest group at the church, they wished to remain together in one activity rather than to select individual assignments, and chose the sewing room of the school as their area of service.

Forming the Unaffiliated into a Senior Volunteer Group

In the formation of all new senior volunteer groups, efforts were made to attract unaffiliated and hard-to-reach older adults and incorporate them as an integral part of the original nucleus. In a few instances, attempts were made to create a new group composed entirely of unaffiliated older persons. It was found that many of the elderly individuals living in the same neighborhood--even in a single housing project--were unknown to each other. Therefore, techniques were adapted to work toward a recruitment meeting which would create a common interest in volunteering among unrelated individuals living in one small geographic area.

One such successful effort was the recruitment for a group formed from among older tenants (and their neighbors) living in a housing project. As a first step, an invitation was sent by the housing manager to all the older tenants to attend a social get-together to discuss the kinds of community activities in which they might wish to participate. Invitations to this party were also extended to other persons living in the neighborhood. A total of 145 older persons received invitations; 63 attended; and 18 signed up for the Tour-and-See day the following week.

Surprising as it may seem, few of the 15 who actually became the nucleus of the group had known each other before. A similar attempt, in a smaller church-sponsored housing development, led to the recruitment of five individuals for two different agencies, but did not result in the development of a new group.

Current Volunteers as a Nucleus for a New Group

Direct appeals were occasionally made by staff at the meetings of existing senior volunteer groups, telling volunteers who had already expressed interest in giving an additional day of service about the need for volunteers at another agency. These announcements were also made to determine if some of the volunteers had friends who were not already active but who might be interested in the new program. Mainly, this technique was used in recruiting for office volunteers and for other short-term needs. In each instance, efforts were made to have them come together on the same day each week so that the volunteers could become a functioning senior volunteer group.

School volunteers, who were available during the summer months, and others who had completed short-term assignments--for instance on a March of Dimes campaign--were recruited by staff for new programs, or were placed in ongoing groups. Unaffiliated older persons were recruited individually and then brought together to join with the others.

Neighborhood Recruitment for a Neighborhood-based Activity

As programs developed, it became evident that some older persons were neither ready nor able to move out to the community to give service to others. However, it appeared that they might be encouraged to give regular ongoing service if the activity were made easily available. This was particularly true of the more frail and less physically able. In other instances, certain types of production activities could best be carried out in a neighborhood center because groups of older persons were accessible and supplies and equipment could be brought to them.

Senior volunteer program staff encouraged the development of such groups if they evolved out of real community need, even though primary emphasis was to motivate older persons to give service to others at the agency being served. To ensure that the neighborhood-based activity would conform to the SERVE concept of senior volunteer service, a number of principles were established:

.... the activities undertaken had to be for the benefit of an outside agency and could not be for the benefit of the sponsoring group or the individual members of that group;

.... the volunteers recruited should be ready to give service on the same day of each week at one set time and for one or more specified organizations;

.... the activity should be in a designated room within the sponsoring facility set aside for the exclusive use of the senior volunteers at that time;

.... there should be regular group meetings with senior volunteer program staff and the group should become part of the total senior volunteer program.

Recruitment of a Senior Center Group

The senior centers operated by the New York City Department of Social Services in public housing projects were a natural focal point for recruitment of older volunteers. It was to these groups that senior volunteer program staff first turned in recruiting for volunteers to work at agencies outside the immediate neighborhood.

Subsequently, when needs arose for neighborhood-based activities, it was just as natural to develop them in these areas where older persons lived, where facilities were available, and where interest in the senior volunteer program already existed.

One of the first groups to be established at a senior center was in response to the request from the American Red Cross for preparation of bloodmobile kits to be distributed throughout New York City. This immediate need posed the question of how a substantial number of persons could be recruited quickly. Senior volunteer program staff approached the staff of a senior center, asking to speak to the members at one of their regularly scheduled meetings. The importance of this program was explained to the Center staff beforehand to elicit not only their interest, but their active cooperation and support. At the Center meeting when the staff requested volunteer help for the Red Cross, this appeal was translated into Italian by the Senior Center director so that it could be understood by all. Unlike an earlier attempt to interest the group in volunteer service in the outside community, this time the Center members responded to the emergency and to the fact that they could volunteer within walking distance from their homes.

On the other hand, the formation of a group at a senior center which marked clothing for patients at an institution, resulted from the interest of a member of the Center who already was a volunteer at the institution and saw the great need for additional help there. She, together with other senior volunteers, believed that a number of senior center members would help if the mending were brought to the Center, and they assisted in the direct recruitment of a nucleus of new senior volunteers who participated regularly in this program.

Another group, located at still another senior center in a housing project, was formed as a result of senior volunteer program staff's awareness of the needs of the older tenants in this low-income housing project and their inability or lack of readiness to move out into the larger community. Staff sought suitable volunteer service activities which could be conducted at this senior center. Recruitment efforts were undertaken jointly by the staff and volunteers active in other parts of the senior volunteer program.

Still another center-based activity for which recruitment efforts were undertaken was that part of the Telephone-Line-to-the-Community program in which teams of senior volunteers were formed to call the homebound elderly from a senior center. Recruitment activities included announcement at senior center meetings of the need for neighborhood callers, personal contact with members recommended by local leaders and requests to senior volunteers living in the neighborhood to interest any friends who they thought would be suited to this particular assignment.

Formation of a Group in a Home for the Aged

Recruitment of the elderly residents at this home grew out of the presence of senior volunteers from the outside community who came to the home on a given day of the week as friendly visitors. They encouraged the residents to become senior volunteers themselves in a joint project of service conducted at the home for an outside agency. Although initially only a few residents were recruited, others became interested as they watched their friends participate in the sewing and craft activities with the senior volunteers. By the time the project period was over, half of the 48 residents were themselves senior volunteers preparing materials one day a week at the home for a hospital and for a state school in cooperation with their "friendly visitor" senior volunteers.

Community-wide Recruitment for Programs in Several Locations

Neighborhood recruitment obviously would not have been appropriate for a program that needed individuals living in all parts of a given county. Methods had to be devised to reach persons living in many localities and to stimulate a common interest in one borough-wide program.

An example of the community-wide approach was the recruitment for the parochial school reading volunteer program in several widely separated schools. Senior volunteer program staff participation in neighborhood meetings, follow-up of individual names, personal recruitment by lay church leaders, and broad community publicity were all focused toward a special event which served as the culmination of specific recruitment efforts.

Staff addressed the county-wide Federation of Catholic Mothers' Clubs as well as its local affiliates to stimulate interest in the reading-help program. Volunteers were needed with a high school degree or its equivalent who could serve two mornings each week and who would take part in an intensive preliminary training course. Announcements in church bulletins proved to be the most effective means of reaching individuals who were willing to serve their neighborhood church school. Announcements by the clergy at Sunday morning services also were productive. Senior volunteer program staff invited those who responded to a pre-orientation tea at the senior volunteer office one week before the training course was to begin.

It was important to set a date for a special event to which recruitment efforts could be geared. This, in reality, was an adaptation of the Tour-and-See technique since it provided an opportunity for potential volunteers to learn about the program before committing themselves to serve. This approach provided a gratifying number of volunteers. Because of the community-wide nature of the appeal and the community-wide co-sponsorship of the program, recruits of all ages were accepted. Initially, the response was greater from younger persons perhaps because more of them met the educational requirements.

Community-wide recruitment was also illustrated by the Consumer Survey, which offered just one assignment--comparison shopping--in all the neighborhoods of the county. Recruitment was initiated by approaching two county-wide organizations, the newly formed chapter of the American Association of Retired Persons (AARP), and Church Women United.

Efforts were made to interest the AARP in taking on this activity as a project of their organization, but this did not materialize. Nevertheless, during the demonstration project period a number of their members became active senior volunteers in a variety of programs.

Recruitment activities were also directed at reaching church members in various neighborhoods through the officers of Church Women United. They asked the presidents of their auxiliaries for the names of individuals who might wish to volunteer. Senior volunteer program staff then wrote to the recommended individuals and subsequently telephoned them. Basically, this was a campaign of individualized recruitment with the sanction of a membership organization. While it absorbed a great deal of staff time, in this instance it was warranted because of the need to reach out to all geographic areas.

Expanding an Established Senior Volunteer Group

As each senior volunteer program became established, it then was important to add individual volunteers or small groups of three to five persons to the original nucleus. Efforts in this direction were primarily conducted through reaching unaffiliated older persons, through follow-up on earlier contacts, through the use of active senior volunteers as recruiting agents and through special events of various kinds.

Reaching the Unaffiliated Individual

Volunteers were constantly sought to strengthen and expand senior volunteer groups. At the same time, the very existence of such a group made it easier to attract an unaffiliated and perhaps isolated older person. Personal contacts by staff represented the heart of these efforts. Selective list-building was an important preparatory step. Names were obtained from local pastors, housing managers, social service departments of hospitals, family service agencies and from active senior volunteers. Sometimes these sources gave the names of persons who rarely left their apartments and therefore might be particularly receptive to a personal invitation.

Staff soon found that for an unaffiliated person volunteering represented an opportunity not only to give service but also to become a member of a group of peers and thus to make new friendships. The need for companionship appeared to be as great, and as fundamental, as the need to serve others and the appeal of joining an already functioning group facilitated recruitment.

A few homebound multiple sclerosis patients became an unexpected source of unaffiliated individual volunteers. When asked if they would like to receive calls through the Telephone-Line-to-the-Community program, some said that they would like to help and to become volunteers themselves. They were then recruited as senior volunteer callers to other homebound patients.

Follow-up on Earlier Contacts

In order to add new members to an existing group, staff followed up all individuals with whom there had been an earlier contact. These included those who had attended recruitment functions or tours but had not signed up to volunteer, those whose original assignment was short-term and had been discontinued, and those who had dropped out of the program. Every effort was made to ensure that no person who might be willing to serve would be lost. Over the course of the project, all these individuals were followed up by telephone calls, by individual letters, as well as by invitations to attend special recruitment events. The eight-page Newsletter which described the various programs was also sent to a number of them for a limited time.

On a number of occasions, staff went back to the local neighborhood from which a senior volunteer group had previously been recruited in order to form an additional small group which could be added to the existing one. Thus, when the Thursday group from a senior center area was started at the state school, other smaller groups were recruited to augment it from the Catholic Senior Guild, from one or two neighborhood churches, and from among unaffiliated persons.

Speaking at Meetings Under Other Organizational Auspices

Whenever possible, staff asked for the opportunity to speak at local meetings at senior centers and other retiree groups. However, when the senior volunteer program began, there were only seven older adult groups in the county. Two offered five-day-a-week programs. The others were one or two-day-a-week clubs and one met monthly. Therefore, in order to reach the older person, staff had to speak to many mixed-age audiences, such as church groups, civic organizations, service clubs and women's clubs.

Although speaking briefly at general meetings is a traditional approach to seeking volunteers and one which can be easily arranged, staff found it to be the least effective method because, too often, the older volunteer program presentation was treated merely as one item on a busy agenda or as part of the "entertainment." It was not possible to recruit enough individuals to warrant the staff time required. The effort was potentially successful only if the meeting was planned ahead with the active cooperation of the leadership or staff of the group, and was structured to emphasize and throw the spotlight on the goal of recruiting for the senior volunteer program at that particular time.

Active Senior Volunteers as Recruiting Agents

It was the satisfied senior volunteer who actually became the most effective agent in recruiting new volunteers. Staff encouraged volunteers to bring those friends to their agencies who they thought might be interested and ready to join. Th volunteer knew his visitor would be welcomed by the staff and by the volunteer director, who would help him determine an appropriate assignment. Freedom to bring a friend, to show him where he, the volunteer, was working, to have his friend begin on an assignment that very day, to have the newcomer meet the other volunteers and be welcomed by them at the group meeting made this a most appealing and successful recruitment technique. It proved to be the single most productive way of adding individuals to an established senior volunteer group.

Another technique that was less frequently used was a planned tour of an agency sponsored by the volunteers themselves. For example, in the original recruitment for the U.S. Public Health Service Hospital, an older adult club had been approached, and five members were recruited. Subsequently, when the hospital became more receptive to the use of a larger group on one day the five volunteers sponsored a tour for their fellow club members in order to "show off" what they were doing. This resulted in additional recruits. Similarly, visiting days were undertaken by several production groups at the senior centers in order to attract new workers.

Volunteers also helped in recruitment by speaking about the senior volunteer program and the need for additional volunteers at meetings of their own or other organizations. They usually remained after the business part of the meeting was over, talked to individuals informally and chatted with the guests about what volunteering had meant to them personally. Their power of persuasion based upon experience was most convincing. Volunteers also wrote articles for publication in their senior center bulletins, church newsletters, and housing publications. They wrote personal letters to invite friends to volunteer and they signed letters to be sent to their neighbors. Active volunteers used the quarterly Newsletter to attract the interest of new recruits.

In order to increase the number of men in the senior volunteer program, male volunteers made a special effort to seek out their friends and acquaintances and urge them to join. This was particularly encouraged by staff and it was most likely to be successful when the men recruited their friends to work in the same agencies and the same assignments in which they were involved. For example, those who repaired children's strollers and outdoor furniture in a maintenance shop in a state school for the retarded recruited other men to work in this capacity. Similarly, those who worked in the baby buildings as "grandfathers" sought others to join them in that program.

Men were also recruited by their wives after the latter became active volunteers. A broad choice of available opportunities made it possible to involve the husbands in assignments best suited to their interests and skills.

Methods of recruiting volunteers were discussed at senior volunteer group meetings and the Annual Volunteer Training Institutes and many concrete suggestions were offered by the volunteers. Occasionally they would mention the reasons their friends gave for not wanting to volunteer, and this guided staff as to what to emphasize in their recruitment activities and what types of recruitment events would be most appealing.

Annual Special Events

The two annual special events conducted by the senior volunteer program--Tribute Day in May and the Volunteer Training Institute in September--led to intensified recruitment efforts by the volunteers.

Directly or indirectly, Tribute Day always stimulated interest and awareness of the senior volunteer program among many older persons who had not yet been reached. In the early years it was possible for each volunteer to invite two friends as his special guests and this often produced new recruits. However, as the program grew, limitations of space in the available hall no longer permitted this practice. Nevertheless, Tribute Day continued to create an aura of excitement on the part of the volunteers which each year led to renewed efforts on their part toward recruitment.

It was not originally anticipated that the three-day Volunter Training institute would be a recruitment device but experience demonstrated that this event also instilled in the volunteers an added enthusiasm and a determination to involve their friends and neighbors in the senior volunteer program. In addition, the Institute gave the volunteers from many agencies a picture of the broad scope of total senior volunteer activities so that they were better able to interpret the program to friends. The greatest upsurge in recruitment by the volunteers was found to follow the Volunteer Training Institute in September, the time of year when another season of activities was about to begin.

Special "Recruitment Week" Activities

In each of the first two years of the SERVE project, one week in the early fall was set aside for intensive recruitment efforts utilizing the mass media and conducting special public relations activities.

One year during recruitment week, recruitment booths manned by senior volunteers were set up in selected shopping centers. Concurrently, a series of articles was published in the local daily, describing the various programs for which volunteers were needed, and a six-inch square advertisement was inserted in the newspaper on two days inviting interested older persons to a Tour-and-See Day two weeks later.

The second year, Volunteer Week was formally proclaimed by the borough president, and leading borough and city officials participated in a major recruitment event on the Staten Island Ferry. This was accomplished by widespread publicity and distribution of brochures.

These activities did not result in immediate direct recruitment even though this was their original intent. However, they were valuable in creating a positive image and better understanding of the senior volunteer program in the community--particularly in the early years when the project was less well known.

"Do's and Don'ts" in Recruitment

On the basis of the SERVE experience, there emerged a number of "do's and don'ts" related to recruitment activities.

"Do's"

.... Go out to where the potential volunteer lives rather than wait for him to come to a central office to offer his services.

.... Use a gentle form of aggressiveness in recruiting the older person. Persuasive tactics are often required to overcome initial diffidence.

.... Gear each recruitment appeal to what is likely to bring the best response:

"The agency needs you!"

"You can do it!"

"You'll get a lot of fun and satisfaction out of it'"

"Show others what older people can really accomplish!"

"This is an important job!"

.... Emphasize that a group will be picked up together, be working together and meeting together every week.

.... Show potential volunteers a personal interest in them as individuals. Stay after meetings to talk informally with them. Repeated personal contacts are the heart of recruitment.

.... Be ready to adapt recruitment techniques with great flexibility. If one method doesn't work, try another at a later date.

"Don'ts"

.... Don't recruit volunteers until there are jobs waiting for them.

.... Don't set "numbers" as an immediate goal. Give each senior volunteer group a chance to get established.

.... Don't try to start too many programs at one time. The success of one facilitates recruitment for the next.

.... Don't downgrade expectations of standards of performance because older volunteers are being recruited.

.... Don't rely on publicity and the use of news media for direct recruitment.

KALAMAZOO NEEDS YOU

9-9-75

What is your most outstanding attribute? Your voice, a warm smile, maybe a good sense of humor? Perhaps you're lucky enough to be skilled in an area such as art, dance, mechanics or woodworking. Regardless of your talents, there is a person in the Kalamazoo community who could benefit from them.

At the Voluntary Action Center the purpose is simple: to match your skills with people in the community who greatly need them. The needs listed here represent only a fraction of those existing in the community. So, if there isn't a special request for your interests listed, call and set up an appointment. Wanting to help is our only requirement. Call your Voluntary Action Center at 342-0234.

2

NEEDS THIS WEEK

- Persons to teach auto mechanics course to children at Kalamazoo State Hospital weekday afternoons.
- Library assistants for McKay Library in Augusta.
- Photography instructor for teen programs at Edison School.
- Adult to accompany a child to and from clinic appointments on Tuesday and Thursday afternoons.
- Volunteer to befriend a lonely 65-year-old arthritic woman.
- People to paint several rooms at Human Service facility.
- Receptionist - typist to work days in Adult Training Center.
- Big Sister for 12-year-old girl with interests in guitar and singing.
- Typist to work two half days per week on the Library Helpfile.
- Person who speaks Vietnamese to tutor Vietnamese family.
- Someone to help with evening gym activities (especially trampoline) at the YWCA.
- Lifeguard for two hours on Sunday afternoons.
- Person to work with children between ages of two and five at day care center.
- Black male tutor for an 11-year-old boy whose mother is blind.
- Volunteers for Visually Handicapped Services.
- Meals-on-Wheels volunteers.
- Male to work in nursery at Edison Center from 9 a.m. til noon on Tuesday, Wednesday and Thursday.

KALAMAZOO NEEDS YOU

9-15-75

In Kalamazoo there are many men and women who formerly lived in institutions for the mentally impaired such as the Coldwater Home or the Kalamazoo State Hospital. Many of these persons are now living in the community attempting to adjust to life outside of institutions. Some have lived in institutions for as many as 30 years. Some have no families, others no friends. Volunteer Community Companions are needed to help these people become reorientated to the community.

The Community Companion is assigned to a client on a one-to-one basis. He works with the client in helping him achieve goals. Examples of the things a companion might do for the clientare: take him shopping, to church or to some type of recreational event, help him budget his money, or learn to ride the bus.

The relationship is goal-achievement oriented. Volunteers are requested to meet with their client once per week. Training for this program will be conducted on Oct. 4. To find out more information about this program as well as other volunteer opportunities in the Kalamazoo area, call your Voluntary Action Center at 342-0234.

NEEDS THIS WEEK

- Community companions.
- Persons to staff a day care center for toddlers and infants one half day per week.
- Drivers for the Transportation Resource Center.
- Department chairman for the Mothers' March of Dimes in January.
- Volunteers to work on a one-to-one basis with stroke victims once a week.
- Persons to visit or help in arts and crafts activities in nursing homes.
- Volunteer probation officers.
- Persons to work on Help Line at Gryphon Place.
- Volunteers to sew for Civic Theater's Costume Shop.
- Big Sister for 14-year-old girl in Climax area with rheumatoid arthritis.
- Someone to translate letters into French for State Hospital residents on an infrequent basis.
- Volunteer receptionist.
- Girl scout troop leaders and assistant leaders.
- Registered nurses to work on the bloodmobile.
- Rape Crisis line volunteers.
- Volunteers to collect donations in their own neighborhoods for cystic fibrosis.

RSVP

RETIRED SENIOR VOLUNTEER PROGRAM

Ramsey County

"Older Americans Providing
Voluntary Community Service"

RODGER WETZEL
RSVP DIRECTOR

AREA SOCIAL SERVICE CENTER
Box 865
Devils Lake, North Dakota 58301
Phone 662-4943

COMMENTS ON A VOLUNTEER PROGRAM FOR OLDER PERSONS IN A RURAL COMMUNITY:

A. PROSPECTIVE VOLUNTEER POPULATION AVAILABLE

1. Limited number of people available for regular volunteer service as schedules of rural people vary from week to week.
2. Many older persons work longer on farms, manual work, or in stores.
3. Fewer men are available as most men work until severe physical limitations set in.
4. Fewer persons have had time to develop hobbies or crafts, but more are capable of using tools, fixing things, etc.
5. Many persons have recently moved from farms or smaller towns into larger towns.
6. Husbands made many decisions for the wives and signed most documents; thus some women are reluctant to sign their names to forms.
7. Some persons are available only on a seasonal basis. Winter is a good time if transportation is provided. If an area does not have a cold winter, pay attention to the growing seasons, etc.

B. RECRUITING

1. Many persons are already involved in church and club work.
2. You must convince older people that they can contribute to the community on a regular basis and that they have services to offer.
3. Various types of media must be used.
4. Use "helper" instead of "volunteer" as this sounds less formal.
5. Emphasize that the community asked for the program.
6. Involve family members, ministers, and club officers.
7. Emphasize the needs in the community.
8. Certain types of persons are always the first to volunteer (this can be good or bad).
9. Ask some people who are well respected to volunteer first (older mayor, minister, etc.). This could be on an honorary basis if this person does not have the time.
10. You must be sensitive to the immediate needs of the older person (lonely, housing, etc.) This is necessary because there may not exist any other services for older persons.
11. Some churches sponsor senior citizens clubs. Work through the club and minister.
12. Ministers are very much respected by older persons. Have them put in a good word for your program whenever possible. Explain to them how your program complements their work.
13. Group recruitment is usually greeted with more enthusiasm. Have a certain group take on volunteering at a certain station as their project for the year.
14. Some persons will say that they are too busy, but when you explain how much more they can help through this type of service, some will change their minds.

C. VOLUNTEER STATIONS

1. You must convince stations that these volunteers will not need constant supervision.
2. Stations should be interesting and activity minded.
3. A variety of stations to choose from is important.
4. Good supervisors are very important. Volunteer will spend much time with these persons
5. Encourage station to invite the volunteers to social gatherings, coffee, etc.
6. Write articles about the stations and other clubs in your newsletter.

D. VOLUNTEERS

1. Volunteer groups are good but they will probably be smaller (two or three).
2. Many volunteers will look at the director as a "boss" (good and bad). This may be

because many of the volunteers have not been on a regular schedule previously. This shows their commitment and sense of responsibility, however.

3. Volunteer will want to be on time and regular, so transportation schedules are quite important.
4. Fewer volunteers will go to each station and times will be irregular, so getting group volunteer efforts may be difficult.
5. Volunteers will want to do extra little things that need doing (mending, repairing, etc.).

E. TRANSPORTATION

1. Limited kinds of transportation are available (taxis, buses, volunteer drivers).
2. Ministers, relatives, and neighbors may drive volunteers (some will want reimbursement).
3. Some volunteers will want to walk if possible. Mention stations near their homes.
4. Limit the need for your volunteers to handle money for transportation.

F. REIMBURSEMENT

1. Reduce need by having stations or taxis bill monthly to RSVP.
2. Stations will help by providing meals for volunteers.
3. Little direct reimbursement will be needed, except for transportation in the country.
4. Many volunteers and volunteer drivers will not want reimbursement. Give them some recognition for providing this transportation.

G. ADVISORY COMMITTEE

1. Advisory committee is very important as they really know a small community.
2. Involve the advisory committee members in all major decisions.
3. Meetings can be more informal as members may know each other from previous contacts.
4. Let this committee or the stations organize coffee hours for volunteers.

H. PROGRAM DIRECTOR

1. Director must sell "voluntarism" as this may be the first organized volunteer program in the area.
2. Director must work closely with stations and supervisors. The personal touch and cup of coffee are important.
3. Director will have to provide some ideas for volunteer service at the stations. Let the imagination fly...try some things that haven't been tried before.
4. Director should be directly involved with the volunteers much as the program starts. He should not give the impression, however, that he will be interfering with the stations.
5. Director should know the community and its leaders (formal and informal).
6. Many persons will judge the program by its director. If possible, he should work with service clubs, associations for handicapped, etc. to show his interest in total needs of the community.
7. Director should give much encouragement to stations and volunteers. Explain that some things may not work out, but to be open to trying and not being afraid to comment or question any aspects of the program.

I. PUBLICITY

1. Involve someone from the newspaper at the beginning; use them as a resource person for all kinds of publicity so he doesn't feel he is on the committee just because of his position on the paper staff.
2. Have your own newsletter if possible. These are well read in a small community and can include all kinds of information important to older persons in the community.
3. Send copies of publicity to anyone who might be interested.
4. Let volunteers help with publicity in various ways.
5. Radio and TV talk shows are good possibilities, too.
6. It is a good idea for the director to be involved in other community activities.
7. Work on publicity for all agencies and services for older persons in the community.

J. GENERAL COMMENTS

1. Have volunteer get-togethers to boost morale and explain new policies, etc.
2. Ask volunteers to bake cookies for meetings, make table decorations, etc. Supply materials if necessary.
3. The RSVP office should be located where it can be easily recognized. Many people judge the program by where its office is located and how easy it is to find and get to.
4. The director may find himself doing a lot of "casework" from the start, as he may be the only sort of aging service in the area and will be confronted with all kinds of concerns and problems. How well he handles these may indicate to the older persons that he is interested in their total welfare and needs.
5. The RSVP OFFICE may be involved in helping other groups interested in volunteer activity. RSVP may be the first volunteer program in the community.
6. The older people will want to be as independent as possible, so build independence into your program from the start.
7. You will find yourself not having enough time to do all the things that need to be done what with paperwork, reports, speaking, checking with volunteers and stations, recruiting, publicity, etc. Just keep your cool and things will work out...you've got really nothing to lose and everthing to gain through RSVP.

YOU'VE LEARNED A LOT
IN 60 YEARS OF LIVING.

DON'T KEEP IT TO YOURSELF!

VOLUNTEERS NEEDED!

To work in pairs trasporting pre-schoolers to day care center and assisting at center as desired. Vehicle provided.

Be a grandfather for two school age boys.

Assist Community Art Gallery to develop budget, gather information and write proposals for funding for Arts Center in Lansing area. Someone with fund raising, accountant or management background especially needed.

Use organizing skills to help a new discussion group project on nursing homes get underway. Phoning, mailings, record keeping skills needed.

Share a hobby or craft with children, especially interested in "Bicentennial" crafts- weaving, spinning, quilting, whittling, dried weeds etc. Can be a short term project.

Help with medical records in clinic near St. Lawrence Hospital.

Coordinate a Consumer Information Program for other seniors. Much of the work can be done at home.

Put handyman skills to work-or advise MSU student volunteers on minor home repairs.

Tutor adults in small groups or one-to-one. Especially need male volunteer with car.

Drive social service clients to doctor or grocery. Mileage reimbursed.

Make slippers for veterans at Battle Creek. Materials provided.

Share a smile and kind word with older people in nursing homes or visitors to a mental health center.

Keep typing fingers and office skills, in shape assisting social service agencies.

Help Tenant Resource Center (E. Lansing) answer tenant/landlord questions. Training provided.

Assist physically and mentally handicapped in bowling classes.

The list of things to be done is a long one. But you can help make it a little bit shorter.

At RSVP, we think you've got a lot to give. If you think so too, get on the phone today. Call 485-7201.

RSVP NEWSHOUND

RSVP
VOLUNTEER
SENIOR CITIZE
SERVE COMMUNITY
TIME AND SKILLS
COMMUNITY NEEDS YOU
WISDOM AND EXPERIENCE
MEANINGFUL LIFE RSVP
RSVP VOLUNTEERS
SERVE COMMUNITY

Vol.2. No.5

217 Townsend St., P.O. Box 1063
Lansing, Michigan 48904
Phone: 485-7201

Marg Bartosek, Director
Bev Henley, Secretary
Tom Lemin, Driver

RSVP Potluck - Food and Fun for ALL.
On Jan. 15th a potluck luncheon was held at the E. Lansing Recreation Center. About 45 RSVP volunteers attended, including groups from Grand Ledge, Jarvis Acres, Lansing Sr. Citizen-Jolly Road and Lansing and E. Lansing. Of course women outnumbered the men, but the men always add a special zip to the group.
After a very bountiful luncheon on tables with a valentine motif, name bingo was played, first prize of a bag of fruit donated by a volunteer going to Mrs. Francis Kline. Bingo was played until all six vases with heart arrangements were won.
RSVP pins were presented to volunteers serving at least three months by RSVP director, Marg Bartosek. Mr. Harland Kline played the piano for a sing-along. Tom Lemin, RSVP Driver, a talented young man, helped lead the singing.
A beautiful fire was burning in the fireplance, making it very cozy as the day was cold outside. Special thanks to Chuck Yakemonis and East Lansing for their hospitality. It was appreciated. Special thanks from RSVP to the members of the planning committee: Gladys Neumann, Jean Winzeler and Hazel Jones, and to Jarvis Acres Volunteers for m[illegible] ng nameta[illegible] [illegible] Jean Winze[illegible]

* * *

ATTENTION VOLUNTEERS...
New Developments in RSVP...
A few of you who have been sick or in the hospital recently may have received get well wishes from the RSVP office. Helping us to wish you well is volunteer WANDA CHUZUM who will be sending cards to those we hear are in the hospital or under the weather. We appreciate Wanda's willingness to share her sunshine and warm heart with our volunteers.
Since our volunteer membership is constantly growing and we're expanding more into Eaton and Clinton Counties, Marg has asked volunteers ELMA LUNDAHL, and WANDA CHUZUM to help keep in touch with each volunteer. Shortly after a volunteer assignment is made, one of them will call the new volunteer to be sure the first day on the job went well. Hopefully we'll catch any problems early. Then they'll call back periodically to be sure your volunteer work is satisfying for you, whether or not you want to be more involved, to change assignments or just have some suggestions as to how RSVP can improve.
Since this is new, please bear with us as we get organized and as Elma and Wanda get acquainted with each of you. [illegible] feel free [illegible] to le[illegible] the RSV[illegible] know [illegible]

DO YOU HAVE TIME TO SHARE?

BECOME A VOLUNTEER AT INGHAM MEDICAL CENTER (401 W. Greenlawn)

With the new expanded facilities of Ingham Medical Center additional volunteers are needed. Men and women of any age are welcome.

Volunteers at IMC include members of the American Red Cross, the Ingham Medical Center Auxiliary, the Michigan State University student community, and many non-affiliated individuals.

Red Cross Volunteers serve as receptionists; help in the emergency room; deliver mail and flowers to the patients; escort patients to X-rays, the laboratory, and to patient rooms.

The IMC Auxiliary volunteers are organized into several services.

Peppermint Service volunteers operate the gift shop and visit patient rooms with the gift cart.

Medical Service volunteers read to patients, visit the lonely, and sist in other ways as directed by the nursing staff.

Messenger Service volunteers deliver hospital mail, laboratory reports, lab requisitions and pharmacy requisitions.

Pediatrics Service volunteers make diapers, puppets, and toys for the children in the Pediatric Unit.

Sewing Service volunteers make new items for the hospital and make toys for the children in the emergency room.

T.B. Patient Service volunteers make tray favors and personal articles for the patients in the tuberculosis unit.

Clerical Service volunteers do the clerical work of the Auxiliary; they ssist the hospital with bulk mailings and other clerical duties, do "one ime only work" for the hospital.

Surgical Lounge volunteers make the families of patients in surgery omfortable and relay vital information to the families from surgery.

Tour Service volunteers help conduct tours of the hospital for various chool and community groups.

Play Therapy volunteers provide both ambulatory and bed-confined children n Pediatrics with a supervised craft and play program.

Services in the hospital also include:

Surgical Clerical volunteers assist the ward clerk and orderlies and rform clerical duties directly within the surgical unit.

Outpatient volunteers help transport patients to the proper clinics nd assist with clerical duties.

[illegible] in th[illegible] [illegible] perform

Suggested Supplementary Materials

Films: "What You Do Speaks So Loud" (16 mm). Describes ways a senior citizen can volunteer in his/her community. 25 minutes, color.

"There for the Asking." Shows retired senior volunteers in action. Describes benefits to those agencies served by the volunteer. 25 minutes, color.

These two films may be borrowed free of charge for a specified time period. To order, please write to Mr. Stan Stewart, ACTION, 231 W. Layfette St., Room 1058, Federal Building, Detroit, Michigan 48266.

Books: Recruiting Low-Income Volunteers. Experiences of five voluntary centers.

Volunteer Recruiting. Views, Techniques, and Comments.

To order write to the National Center for Voluntary Action, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

APPENDIX C

- Sample of HOSPITAL VOLUNTEER ORIENTATION MANUAL--Ingham Medical Center
    - Bill of Rights for Volunteers
    - Volunteer Responsibilities
    - By-Laws of the Surgical Lounge Service
    - Emergency Room Volunteer Duties
    - Guidelines for Pediatric Volunteers
    - Surgical-Clerical Guidelines
    - Messenger Service (job description)
    - Fire Emergency and Evacuation Plan
    - Guidelines for Volunteers
- "Ten Commandments" For Volunteers and Professional Staff used by Voluntary Action Center, United Community Services of Metropolitan Detroit.
- "Working With People," excerpted from *Your Volunteer Program*, by Mary Swanson.

BILL OF RIGHTS FOR VOLUNTEERS

I. THE RIGHT TO BE TREATED AS A CO-WORKER...not just as "free help"; not as a "prima donna".

II. THE RIGHT TO A SUITABLE ASSIGNMENT...with consideration for personal preference, temperment, life experience, education, and employment background.

III. THE RIGHT TO KNOW AS MUCH ABOUT THE FACILITY AS POSSIBLE...its policies, its people, its programs.

IV. THE RIGHT TO TRAINING FOR THE JOB...thoughtfully planned and effectively presented training.

V. THE RIGHT TO CONTINUING EDUCATION ON THE JOB ...as a follow-up to the initial training--information about new developments--training for greater responsibility.

VI. THE RIGHT TO SOUND GUIDANCE AND DIRECTION... by someone who is experienced, well-informed, patient, and thoughtful--and who has time to invest in giving guidance.

VII. THE RIGHT TO A PLACE TO WORK...an orderly, designed place, conducive to work, and worthy of the job to be done.

VIII. THE RIGHT TO PROMOTION AND A VARIETY OF EXPERIENCE...through advancement to assignments of more respnsibility; through transfer from one activity to another; through special project assignments.

IX. THE RIGHT TO BE HEARD...to have a part in planning; to feel free to make suggestions; to have respect shown for an honest opinion.

X. THE RIGHT TO RECOGNITION...in the form of promotion--and awards (or some tangible evidence)--through day by day expressions of appreciation--and by treatment as a bona fide co-worker.

VOLUNTEER RESPONSIBILITIES

The volunteer who accepts the benefits of the Bill of Rights must accept the responsibilities that go with these benefits.

BE SURE...Look into your heart and know that you really want to help other people.

BE CONVINCED...Don't offer your service unless you believe in the value of what you are doing.

BE LOYAL...Offer suggestions but don't "Knock". Accept rules. Don't criticize what you don't understand; there may be a good reason.

SPEAK UP...Ask about the things you don't understand. Don't coddle your doubts and frustrations until they drive you away or turn you into a problem worker.

BE WILLING TO LEARN...Training is essential to any job well done.

KEEP LEARNING...Know all you can about your job and facility.

WELCOME SUPERVISION...You will do a better job and enjoy it more if you are doing what is expected of you.

BE DEPENDABLE...Your word is your bond. Do what you have agreed to do. Don't make promises you can't keep.

BE A TEAM PLAYER...Find a place for yourself on the team. The lone operator is pretty much out of place in today's complex community.

BYLAWS OF THE SURGICAL LOUNGE SERVICE

Ingham Medical Center

Article I. Name

Section 1. The name of this organization shall be the Surgical Lounge Service of the Ingham Medical Auxiliary.

Article II Purpose

Section I. The purpose of the Surgical Lounge Service of the Ingham Medical ~~Hospital~~ Center Auxiliary is to staff and to supervise the lounge and to serve the relatives of surgical patients so as to make them as comfortable as possible.

Section II. All procedures must comply with the standards as set by the Auxiliary and the Hospital Board of Control.

Section III. The Surgical Lounge Service shall be under the jurisdiction, at all times, of the Board of Directors of the Ingham Medical Center Auxiliary.

Article III. Membership

Section 1. The Surgical Lounge Service shall follow all rules set by the Ingham Medical Center Auxiliary for membership.

Article IV. Dues

Section 1. Dues of the Surgical Lounge shall be determined by a vote of the membership.

Article V. Officers and Elections

Section 1. The officers of the Surgical Lounge shall be the following: President, President-Elect, Secretary) and Treasurer.

Section II. The Vice-President shall be the scheduling chairman.

Section III. The nominating committee, composed of three members, shall present a slate of officers at the service meeting, held in May.

Article VI. Board of Directors

Section 1. The Past President shall serve on the Board of Directors of the service.

Section II. The Board of Directors of the service shall be composed of current officers and the Past President.

Section III. The President of Ingham Medical Center Auxiliary may be invited to any board meeting or Service meeting if her presence is desired.

Section IV. The purpose of the Board of Directors shall be to prescribe, review, and approve activities and policies of the Surgical Lounge Service.

Article VII. Meetings

Section 1. There shall be a meeting of the Surgical Lounge Service on the third Wednesday of each month, beginning September through May, 11:30 - 3:30.

Section II. The annual meeting of Surgical Lounge Service shall be held in May, on the third Wednesday.

Section III. Each member shall be required to attend not less than six (6) meetings.

Section IV. Membership shall be cancelled after a third unexplained abse

Article VIII. Appointees and Committees

Section I. The president shall appoint the chairman of all committees except the chairman of the nominating committee shall be the immediate Past President.

Section II. The standing committees of this service shall be membersnip, telephone, hospitality, nominating, and revisions.

Article IX. Quorum

Section 1. A quorum shall consist of one third of the active membership.

Article X. Amendments

Section 1 Amendments of these bylaws may be presented at a regular meeting of the Board of Directors and voted upon at the next meeting of the membership by a two-thirds vote of the members present and voting.

Article XI. Parlizmentary Authority

Section 1. Roberts Rules of Order Revised shall govern this organization.

Article XII. Policy

Section 1. Policy and procedure of this service is established in a separate instrument.

Article XIII. Dissolution

Section 1. In the event that the Surgical Lounge Service shall be dissolved, any funds or property shall be turned over to the Ingham Medical Center Auxiliary and shall become the property of the Ingham Medical Center Auxiliary, Lansing, Michigan, an organization exempt from Federal Income Tax under Section 101, Article 16, Internal Revenue Code and the corresponding provisions of prior revenue acts.

2-8-74

EMERGENCY ROOM VOLUNTEER DUTIES

1. JOB DESCRIPTION

- A. Three to four hours weekly on a prearranged schedule.
- B. Assisting with children and families of patients, comforting them and staying near when needed.
- C. Making up carts with fresh linens.
- D. Assisting in transporting patients to lab, x-ray and their rooms if they are admitted.
- E. Stocking of linens as needed.
- F. Learning to use disaster tags.
- G. Preparing suture trays for autoclaving.
- H. Keep waiting area clean.
- I. Make coffee in break room.
- J. Put away clean supplies that have been autoclaved.
- K. Run errands when requested.

2. PROCEDURE

- A. Arrive per schedule.
- B. Register at switchboard.
- C. Check in utility room for contaminated instruments to disinfect and ready for autoclave.
- D. Check linens and supplies.
- E. Check treatment rooms for unmade carts.
- F. Make coffee
  - 1. Tidy break room.
  - 2. Tidy waiting room.
- G. Before leaving sign red cross book and record card allowing for one extra hour on card only for travel time.

3. ETIQUETTE

- A. A cheery, warm and friendly attitude is essential.
- B. Hair must be neat and pinned off neck.
- C. Name tag on red cross uniform or volunteer coat is necessary.
- D. Light or no nail polish.
- E. No heavy perfumes or sprays.
- F. No jewelry.
- G. Always wear hose.
- H. Tan or white slacks for males.

4. SUMMARY

- A. A red cross volunteer must upnold the honor and dignity the red cross stands for. He must not interfere in any way with important medical procedures of the E.R.
- B. He cannot:
  - 1. Take blood pressure
  - 2. Hold spastic adults
  - 3. Read or write on charts
  - 4. Handle medicine
  - 5. Take a patient to the floor alone

C. Become familar with E.R. and its facilities so he may be of maximum help as a volunteer.
D. A. T.B. X-ray and workman's comp. must be signed up for at the volunteer office.
E. For your own protection, a training period of ten hours is required before working alone.
F. Four weeks of unexplained absence will result in termination.

Volunteer service in Ingham Medical Hospital's emergency room is very rewarding when your dedication to your fellow man and your motives are sincere.

GUIDELINES FOR PEDIATRIC VOLUNTEERS

Selection of Volunteers

Volunteers to work in the pediatric unit will be selected, interviewed, trained and supervised by the pediatric psychologist who will serve as the pediatric volunteer coordinator.

Chest X-ray and Physical Examination

Each new volunteer is required to have a recent negative chest X-ray before beginning work on the unit. If you are under 18 years of age, a report of a recent physical examination will be required in addition to the X-ray.

Goals of the Program

The volunteer program on the pediatric unit is intended to be both a beneficial experience for the patients and their families as well as a learning experience for the volunteers. We recognize that all the new volunteers who enter the program bring with them their own unique skills, interests, personalities and creativity. We consider this a most valuable asset and want to tap these resources to make the volunteer program a rich and enjoyable experience for the children on the floor. In addition we feel that each volunteer has a great deal to gain from their interactions with the patients and their families, the pediatric staff and the other volunteers.

If as a volunteer you have a particular interest you would like to develop or a particular contribution you would like to make, please make this known to the pediatric volunteer coordinator and to the other volunteers.

Recording of Hours

It is important that all volunteers keep an accurate record of the hours they spend on the floor. This is done for insurance reasons. A simple method that we will use is as follows: A calendar will be posted on the bulletin board across from the nurses station on the unit. Your name will be written in wherever you are scheduled. When you arrive just put your initials in the box next to your name. At the end of each month your total hours will be compiled by the coordinator and submitted to the volunteer office.

Name Tags

Each volunteer will be supplied with a name tag. This should be worn whenever you are on the floor in your official capacity as a volunteer.

Dress Code

There is no specific uniform that you will be requested to wear as a pediatric volunteer. Simply use your own good judgement.

Volunteer Assignments

There will be three volunteer shifts per day. Ideally we would like to have as many as three volunteers available for each shift. One will be in charge of supervising playroom activities; the others will be "floaters" and will be responsible for those children who are unable to go to the playroom.

When you arrive for your shift check in with the ward clerk. She will be able to tell you which children can be seen. For the playroom supervisor, she will have a list of those children who can go to the playroom. For the floaters, she will be able to tell you who you can visit in their rooms.

A Word About Isolation

Many times the child in isolation is the one most in need of your services. Because he is in isolation few people go in to visit him. Before entering an isolation room check with the nurse to make sure that the child is not infectious, then follow the preparatory procedures that are posted. You will always need to wash your hands and arms thoroughly and don a gown. For some children you may further be requested to wear a cap and a mask.

Consultation

In addition to the time you regularly spend on the floor you will be asked once a month to attend a separate consultation meeting. This will be a meeting of a half-dozen or so volunteers with the pediatric volunteer co-ordinator. It will be an opportunity for you to share your experiences with others and to learn from them.

A Final Note

If at any time problems arise feel free to contact the pediatric volunteer coordinator. If it is urgent, his phone number will be available at the nurses station on the unit.

Welcome to the program! We hope you will enjoy your experience with us and are looking forward to the contributions you will make.

Tom Taflan-Barrett, M.A.
Pediatric Psychologist
Pediatric Volunteer Coordinator

SURGICAL-CLERICAL-GUIDELINES

I. Job Description

A. Surgical-Clerical volunteer assisting ward clerk and orderly.

B. Functions include:

1. Answering telephone.
2. Logging tissue specimens for pathology.
3. Surgical messenger -
    a. Specimens to Bacteriology, Pathology, Cytology.
    b. Records to/from X-ray, blood bank, pharmacy.
4. Provide assistance to orderly when needed.
5. Clerical duties.
6. Provide assistance in recovery room when needed.

II. Procedure

A. Preliminaries:

1. Wear soft-soled shoes.
2. Sign in volunteer sheet at admitting (switchboard) office. Cross off when leaving.
3. Change in technicians' or nurses' locker to surgical garb (including cap and boots).
4. Before leaving, sign hour card at surgical desk.

B. Elaboration of Functions (Item I-B)

1. Answering telephone:
    a. Learn function of phones, i.e. how to use "hold button" etc.
    b. Answer telephone thusly: "Surgery, (your name), may I help you?"
    c. Take appropriate message or refer to Mrs. Whortman. Refer all scheduling to Mrs. Whortman or Mrs. Benington.
    d. To deliver messages to surgeons in O.R.
        (1) If very important, deliver directly to surgeon.
        (2) If of minor importance, i.e., "call your office", leave note on door or tell circulating nurse.
2. Logging Specimens for Pathology
    a. For each specimen, enter the correct information in the pathology record book.

b. Separate records:

   (1) Tissue reports (white sheet) and pathology forms remain with specimens.

   (2) All other paper work separated and taken to desk.

3. Messenger Work

   a. Learn location of:

      (1) Pathology and Cytology
      (2) Bacteriology
      (3) Blood Bank
      (4) X-ray
      (5) Pharmacy
      (6) Emergency Room
      (7) Respiratory Services

   b. Deliver or pick up materials when required.

4. Assisting Orderly

   a. Procedure for picking up patients:

      (1) Cross off patient's name on blackboard.
      (2) Pick up white slip.
      (3) Pick up cart from recovery room (unless patient is infant or special orthopedic patient, or other special case--in these cases, the patient is moved to surgery in his own bed).
      (4) Learn how brakes and side rails of carts function.
      (5) On patient floor, ask nurse if patient is ready. Check patient chart to see if nurse has signed checkout. Make sure charge card is present in chart. Put chart on cart.
      (6) Learn procedure for transferring patients from bed to cart. Transfer all necessary IV's, etc. to cart.
      (7) Wheel cart feet first.
      (8) In surgery, ask patient if he is warm enough. (Provide warm blanket if necessary.)
      (9) Stamp records for chart (7 stamps necessary). Place under bed.

5. Clerical Duties

   a. Procedures to be learned during training and/or from Mrs. Whortman.
   b. Always write legibly.

6. Recovery Room Assistance

   a. Procedures to be learned where necessary.

III. Etiquette for Observing Surgery

1. Always o.k. your observing with Mrs. Benington, Mrs. Whortman, or the surgeon involved.
2. Never attempt to observe Drs. Collier and [illegible]ylie or even enter their O.R. for any purpose.
3. Wear mask, make sure all hair is covered by cap.
4. In general, stay out of the way of the doctors, nurses, technicians, etc. Do not approach the instrument tray. Keep hands at sides.
5. Remain silent.

1/10/74

MESSENGER SERVICE

JOB DESCRIPTION

When training a new girl, show her how to sign in at the Red Cross Front Desk or in the Volunteer Lounge. Then pick up folder and aprons in the Message Center. The paid messenger may have slips in the folder to return to the station.

1. The first stop is the Pharmacy to pick up any medication that needs to be delivered. Use cart.

   Go to the 6th floor, checking with each nursing station. You may pick up the following requests:

2. Orthopedics--3 North
3. EKG and Cardiopulmonary are delivered to Respiratory Services on 2nd floor West Wing; stamp but do NOT pull Nursing copies.
   3a. Once in a while we go to the Nursing Office on 2 west.
4. Pathology--4 West
5. Physical Therapy--1 West
6. Medical Records--1 West
7. Mail--1 main
8. Ddta Processing--1 main
9. Business Office--1 main
10. Laboratory slips are: Lab. Misc., Hematology, Urinalysis with sample, Gastric and Spinal Fluid analysis, and others.
    a. Stamp the slips coming down from the floors and pull the Nursing Station copies.
    b. Deliver specimens to the proper laboratory areas; Blood Bank, Urinalysis, Bacteriology, Hematology, etc.
    c. Pick up the chart copies in four (4) lab locations and return to the proper Nursing Station. Also check the the chart copy box at the Receptionist's window.
    d. Do NOT take any slips to Outpatient; deliver these to the receptionist.
11. X-ray requests --1 main
    a. Stamp and pull Nursing Station copy to return to floor.
    b. Radioisotopes are left at X-ray except for ones marked T-3 or T-4 which are taken to the Lab.
    c. If you should pick up any X-rays in the Surgical Unit, return them to the back of the X-ray Department.
12. Ground Floor Requests:
    a. Purchasing
    b. Material Distribution
    c. Office Supplies
    d. Dietary Services
    e. Maintenance
13. Check the Recovery Room (2 West) once.
14. Check the Emergency Room (1 main) once.

Then we repeat the route as often as possible.

Revised: October 7, 1974
BM/ds

INGHAM MEDICAL CENTER

Fire Emergency and Evacuation Plan

INTRODUCTION TO FIRE EMERGENCY AND EVACUATION PLAN

Prevention and preparedness are the safeguards for meeting emergency situations, such as fire or explosion. A good flexible predetermined fire emergency plan which can be adapted to meet any situation, practiced regularly, will go a long way in preventing fires from gaining headway. It is the responsibility of the hospital personnel to evacuate the patients from a danger area should an emergency arise and to give the necessary treatment; examination and reassurance of patient or visitor.

"Caring for Life" is our dedication: a never ceasing job which requires the earnest support of every employee. You can best do this by being thoroughly familiar with our hospital fire and safety plan.

KNOW:

1. What to do if you detect smoke or fire.
2. How to report a fire.
3. Your floor plan.
4. Location and how to operate the Fire Extinguishers.
5. Code name for Fire is DR. RED.
6. Do not use elevators.

Revised April 26, 1972

IF YOU DETECT SMOKE OR FIRE

1. Keep Calm - - - Do not shout "Fire".
2. If fire occurs in patient room, remove patient and close door. If patient is using oxygen, shut off immediately at wall outlet.
3. Pull fire alarm in your area.
4. Have someone report fire to switchboard operator (Dial 7) and give the following information:
    A. Location of fire:
        1. Old building (Administration Building)
        2. New building (Hospital Building)
        3. Exact Area (i.e. clean utility room 6 North)

    B. Callers name

    C. What is burning; i.e. mattress, electric bed.
5. Obtain proper fire extinguisher and operate on fire.
    A. Direct the nozzle at the base of the fire.
6. NEVER TAKE ANY BURNING MATERIAL INTO THE CORRIDOR.
7. CLOSE ALL WINDOWS.
8. If evacuation of patients is ordered from unit to safety area, move patients beyond smoke barrier doors. Smoke barrier doors are on the north unit corridor doors.
9. NON-PATIENT AREAS USE SAME PROCEDURE EXCEPT FOR REMOVAL OF PATIENTS.
10. KNOW YOUR FLOOR PLAN.
11. DO NOT USE THE ELEVATORS.

FOR THOSE EMPLOYEES IN THE FIRE AREA

1. Report to your Nursing station or Department Office (whichever applies).
2. DO NOT USE THE ELEVATORS.

Revised April 26, 1972

IF YOU DETECT SMOKE OR FIRE

(continued)

FOR EMPLOYEES NOT IN THE FIRE AREA

1. Report to the Lobby of the Building.
2. Nursing personnel report to your respective Nursing Stations. Close all patient room doors and smoke barrier doors and corridor windows.
3. Orderlies will pick-up the nearest fire extinguisher enroute to Fire area.
4. DO NOT USE THE ELEVATORS.

Revised April 26, 1972

GUIDELINES FOR VOLUNTEERS

PURPOSE: To render assistance to patients and to cooperate with the Administration of Ingham Medical Hospital.

VOLUNTEER PLEDGE: Believing that Ingham Medical Hospital has a real need of my services as a Volunteer worker:

I will be punctual and conscientious in the fulfillment of my duties and accept supervision graciously.

I will conduct myself with dignity, courtesy, and consideration

I will consider as confidential all information which I may hear directly or indirectly concerning a patient, doctor, or any member of personnel, and will not seek information in regard to a patient.

I will endeavor to make my work of the highest quality.

I will uphold the traditions and standards of this hospital and will interpret them to the community at large.

VOLUNTEER CODE: A professional code of ethics is recognized by all Hospital staff. As a member of a Hospital Auxiliary, you should be bound by that code. While serving in the Hospital, the way you conduct yourself will help determine to the public what Ingham Medical Hospital is. In fact, to patients and public, you are Ingham Medical Hospital.

The following code of ethics has generally been accepted as a guide to volunteers, and we quote it:

You ALWAYS:
Wear the Auxiliary uniform or simple neat clothing.
Wear inconspicuous jewelry.
Keep make-up to a minimum.
Keep any and all information concerning patients strictly confidential.
Take directions willingly and accept criticism in good grace.
Are punctual and dependable.
Avoid criticism of the hospital, staff or patients.
Address doctors, staff and patients by title--never by first names.
Are cheerful and courteous.
Maintain the dignity of your position in the hospital.
Direct all suggestions, criticisms or problems to the chairman of your Service.

You NEVER:
Disclose patients' names to others when you leave the hospital.
Inquire as to a diagnosis or the facts of a case.
Discuss medical treatment with patients.
Converse in loud tones in rooms or corridors, or indulge in idle gossip with patients, staff, or volunteers.
Ask the hospital staff for medical advice or medicine.
Ask favors for yourself, family or friends.

VOLUNTEER ACTION CENTER
United Community Services of Metropolitan Detroit

"TEN COMMANDMENTS"
FOR VOLUNTEERS AND PROFESSIONAL STAFF*

For Professionals

1. Do not describe the job as it is not.
2. Offer well-planned program of training and supervision.
3. Concern yourself with the volunteer as a person, not an object.
4. Expect basic ability and reliability and then build on them, sharing understanding. Do not confuse with jargon. Language is to be used not to confuse, but to enlighten; not to obstruct, but to communicate.
5. Be ready to place when you recruit.
6. Give the volunteer a significant task. Don't equate volunteers with untrained persons.
7. Inform the volunteer. Make him an insider, too. He's on staff.
8. Evaluate with the volunteers.
9. Trust the volunteer. If your expectancy and faith are high, so will be his response.
10. Give proper recognition.

For Volunteers

1. Understand the job you undertake to do.
2. Accept training appreciatively, and contribute your knowledge and experience.
3. Match your interests to the needs about you and therefore to the job.
4. Serve with faithfulness and continuity, listen for and report new insights about your work.
5. Discover its meaning to the total program of which it is a part.
6. Open yourself to opportunities for growth--in skills, sympathy, self-confidence, and responsibility.
7. Value your special two-way role as community interpreter.
8. Contribute to supervision by self-evaluation and a willingness to ask.
9. Give loyalty to your institution, its staff, and its program.
10. Take pride in the volunteer's career. It pays handsomely in treasures of the spirit.

*Adapted from writings of Dr. Daniel Thursz and Mrs. Leonard H. Weiner.

5/15/72

"Working With People"

(from Your Volunteer Program, Mary Swanson, page 157)

A two-way communication process is essential in the establishment of working relationships. Often, with the enabling (helping) process, non-verbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Attitudes of care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good observing techniques.
7. Offers of requested information or help.
8. Requests for needed information or help.
9. Sharing information on a realistic and truthful basis about what can be done, as well as what cannot be done.
10. Assurance or confidentiality when this is possible.
11. Recognition of the strengths of a person.
12. Encouragement for use of those strengths.
13. Recognition of helplessness of a person or situation.
14. Offer of appropriate help when and wherever possible through the enabling process.
15. Permission of dependency.
16. Patience.
17. A sense of humor.
18. Ability to take criticism.
19. Ability to laugh at one's self.
20. Capacity for admission of mistakes.
21. Capacity for saying, "I don't know, but I'll try to find out."
22. Recognizing the feelings and attitudes that interfered.
23. Dependability (keeping one's promises).
24. Follow-up visits or telephone calls.

25. Greater concern for needs of person than for own needs in terms of time, convenience, etc.
26. Regard for people's physical and emotional well being.
27. Readiness to let people work out their own plans and do not impose yours.
28. Ability to offer alternatives.
29. Ability to let people set their own controls, not imposing yours.
30. Readiness to give praise whenever appropriate.

Source Unknown

APPENDIX D

- Volunteer Time Card
- Volunteer's Registration Record (application)
- Record of Training Form
- Work Schedule
- Volunteer Certificate of Recognition Form
- Volunteer of the Month Form
- Confirmation of Volunteer Assignment Form
- Individual Volunteer Sign-in Record
- Report of Performance Form
- Termination of Volunteer Services Form
- Volunteer Evaluation Form
- Booklet, "One-to-One Relationships," ordering information.

NAME	SERVICE OR ACTIVITY
HOME ADDRESS	TELEPHONE
BUSINESS ADDRESS	TELEPHONE
TRAINED AT: (chapter, hospital, or agency)	DATE CERTIFIED
INDICATE TYPE OF SERVICE OR ACTIVITY AND WHERE GIVEN	

VOLUNTEER — TIME RECORD

FILL IN HOURS OF SERVICE ON DATES GIVEN. ADD TOTAL FOR MONTHS.

YEAR 19__	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	MONTH'S TOTAL
JAN.																																
FEB.																																
MAR.																																
APR.																																
MAY																																
JUNE																																
JULY																																
AUG.																																
SEP.																																
OCT.																																
NOV.																																
DEC.																																
																															YEAR'S TOTAL	

VOLUNTEER'S REGISTRATION RECORD

State of Michigan

Department of Social Services

INSTRUCTIONS:

Prepare one copy for Volunteer Services Coordinator

DATE

NAME OF VOLUNTEER - LAST, FIRST, AND MIDDLE INITIAL *(Use Mr., Mrs., or Miss)*

AGE

MARITAL STATUS

☐ SINGLE ☐ MARRIED ☐ WIDOWED ☐ DIVORCED

NAME OF SPOUSE *(First)*

AGE

ADDRESS *(No. & Street, Rural Route # or Post Office Box)*

TELEPHONE NO.

CITY OR TOWN

COUNTY

STATE
MICHIGAN

ZIP CODE

OTHER MEMBERS OF HOUSEHOLD

NAME	AGE	SEX	RELATIONSHIP TO HOUSEHOLD HEAD

INFORMATION ABOUT VOLUNTEER

NORMAL OCCUPATION

PRESENT EMPLOYER *(Name and Address)*

PRESENT TYPE OF JOB

EDUCATION

☐ ELEMENTARY ☐ HIGH SCHOOL ☐ COLLEGE 1 2 3 4 *(Circle one)* ☐ OTHER

SPECIAL TRAINING *(Girl Scout Training, Red Cross Course, P.T.A., workshops, etc.)*

PHYSICIAL DISABILITIES *(describe)*

VOLUNTEER EXPERIENCE

NAME OF AGENCY	KIND OF WORK	DATES FROM	

(over)

DSS-1182 (11-68)

SPECIAL SKILLS, INTERESTS AND HOBBIES

FOREIGN LANGUAGES	CHECK IF APPLICABLE			FOREIGN LANGUAGES	CHECK IF APPLICABLE		
	SPEAK	WRITE	READ		SPEAK	WRITE	READ

TYPE OF VOLUNTEER WORK DESIRED

HOURS AVAILABLE

CHOICE	DAY OF WEEK	HOURS PER DAY	TIME OF DAY
1ST			
2ND			
3RD			

ARE YOU ABLE TO PROVIDE TRANSPORTATION FOR CLIENTS

☐ YES ☐ NO

DO YOU HAVE A MICHIGAN DRIVER'S LICENSE

☐ YES ☐ NO

CAR MAKE AND YEAR

PASSENGER CAPACITY

INSURANCE ☐ YES ☐ NO

BELOW: FOR COUNTY OFFICE USE ONLY

SPACE FOR ADDITIONAL INFORMATION OR COMMENTS, IF NEEDED

SIGNATURE OF INTERVIEWER

DATE

SS-7182 (back) 11-68

GHAM
MEDICAL
CENTER

INGHAM MEDICAL CENTER AUXILIARY RECORD OF TRAINING

Ingham Medical Center
Lansing, Michigan

Date Interviewed________________

Name of Volunteer: ______________________________
Address: ______________________________
____

Phone: ______________________________

••

TRAINING CHAIRPERSON ______________________________ **PHONE** ______

1. Trainer ______________________________ Date _______ Hrs. __

2. Trainer ______________________________ Date _______ Hrs. __

3. Trainer ______________________________ Date _______ Hrs. __

4. Trainer ______________________________ Date _______ Hrs. __

Return this form to the PRESIDENT of the Service

Name ________________________________

Address ______________________________
____

Phone ________________

INGHAM MEDICAL HOSPITAL VOLUNTEER WORK SCHEDULE

DEPARTMENT______________ Scheduling Chm.__________

MONTH________________ Hours____________________

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1st Week							
2nd Week							
3rd Week							
4th Week							
5th Week							

145

UCS
UNITED
COMMUNITY
SERVICES
OF METROPOLITAN DETROIT

51 W. Warren Avenue / Telephone 833-0622 / Detroit, Michigan 482

BOARD OF DIRECTORS
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Dexter H. Ware
Homer D. Waterman
Berkley F. Watterson
Charles L. Wells
Mrs. John Yori

Suggestions for filling blank lines on the enclosed Volunteer Award Certificates:

Top line:	Name of your agency
Second line:	Name of volunteer; individual or group
Third line:	Reason for certificate: Number of hours of service during year; OR Number of years of service; OR Special service not measurable in time
Bottom middle line:	Date
Bottom lines:	Signatures of: Your agency Volunteer Coordinator; and/or Agency executive or administrator; and/or Agency Board Chairman

Volunteer Action Center
Recognition Committee

JG:o'n

COMMUNITY
INFORMATION
SERVICE
TELEPHONE 833-3430
(Toll free outside
Detroit)
1-800-552-1183

37

V Volunteer
Certificate of Recognition

____

Commends

____

for outstanding Volunteer Service

____

______________ ______________

____

date

VOLUNTEER ACTION CENTER UCS UNITED COMMUNITY S' 'ICES (IETROPOLITAN DETROIT

VOLUNTEER ACTION CENTER

United Community Services of Metropolitan Detroit
51 West Warren Avenue, Detroit, Michigan 48201

CANDIDATE FOR VOLUNTEER OF THE MONTH

Date ____________

We wish to propose the following as a candidate for Volunteer-of-the-Month:

Name of Volunteer ____

Address ______________________________ City __________ Zip _____

Telephone: Home ______________________ Business ________________

Number of years volunteer has given service to your agency ____________

Approximate number of service hours volunteer has given per year ________

Type of service volunteer has given your agency. (Please be specific as to description of various jobs, whether these are past or present, how many years given to each job): ____

Biographical facts about volunteer (married, number of children, education, etc.): ____

Volunteer's outside affiliations and interests (if known): ____________

Why you believe this volunteer should receive this honor: ____________

Is there any special date when you would like to have this award made? (At least three months' advance notice is necessary to fit this into our schedule. If no such preference is indicated, your nominee will be featured as soon as possible in consideration of other applications.)

Submitted by ______________________________ Title ______________

Agency ___________________________________ Telephone ___________

(Please use back of sheet for additional writing space.)

January 1974
VAC Form 13

VOLUNTEER ACTION CENTER

United Community Services of Metropolitan Detroit
51 West Warren, Detroit, Michigan 48201 833-0622

CANDIDATE FOR VOLUNTEER GROUP OF THE MONTH

Date __________

We wish to propose the following group as candidate for Volunteer Group of the Month:

Name of Group __________

Mailing Address __________ City __________ Zip ______

Organization affiliation (if any) __________

Telephone of contact person: Home __________ Business __________

Length of time group has given service to the community __________

Approximate number of service hours group has given __________

Number of group members __________

In what geographic area is service given __________

Types of volunteer services given. (Please be specific as to description of various jobs, whether these are past or present, approximate amount of time given to each job, etc.): __________

Why do you believe this group should receive this honor? __________

If there any special date when you would like to have this award made? (At least three months' advance notice is necessary to fit this into our schedule. If no such preference is indicated, your group will be featured as soon as possible in consideration of other applications.) __________

Submitted by __________ Title __________

Group or Agency __________ Telephone __________

Address __________ City __________ Zip ______

January 1974
VAC Form 33

Georgia Department of Human Resources
Office of Volunteer Services

CONFIRMATION OF VOLUNTEER ASSIGNMENT

DATE ____________

NAME OF VOLUNTEER ____

THIS IS TO CONFIRM THE ASSIGNMENT OF ______________________

____________________(VOLUNTEER) TO WORK AS A VOLUNTEER WITH

____ (NAME OF CLIENT)

THE VOLUNTEER HAS MET THE CLIENT AND FAMILY IN MY PRESENCE; THE CASE HAS BEEN THOROUGHLY DISCUSSED WITH THE VOLUNTEER AND I BELIEVE THE MATCH TO BE APPROPRIATE.

____
(SUPERVISOR OF VOLUNTEER)

Georgia Department Of Human Resources
Office of Volunteer Services

INDIVIDUAL VOLUNTEER SIGN-IN RECORD

(Please type or print.)

Name of Volunteer ____________________
(last) (first) (middle)

Address ____________________

City ____________________ State ____________________ Zip ____________

Phone ____________________

Date	In	Out	Hours

Total Hours

Date	In	Out	Hours

Total Hours

MS 40-4

STATE OF GEORGIA
STATE PERSONNEL BOARD

REPORT OF PERFORMANCE

Status ____________________

Name ____________________ Department ____________________

Division

Class Title ____________________ Section ____________________

Report Period ____________________ To ____________________ Job Address ____________________

RATING (CHECK ONE)					RATING ELEMENTS (RATE EMPLOYEE'S PERFORMANCE BY ENTERING A CHECK (X) MARK UNDER ONE OF THE CLASSIFICATIONS IN RATING SECTION AT LEFT)	REMARKS
EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY		
					1. **ATTITUDE:** *Consider* WILLINGNESS TO PERFORM DUTIES; DRIVE; DESIRE TO ATTAIN GOALS, TO ACHIEVE; INITIATIVE; ENTHUSIASM ABOUT JOB; ACCEPTANCE OF SUPERVISION; ADAPTABILITY TO CHANGING CONDITIONS; WILLINGNESS TO ACCEPT RESPONSIBILITY AND LEADERSHIP; MATURITY	
					2. **KNOWLEDGE OF JOB:** *Consider* KNOWLEDGE OF WHAT TO DO AND HOW TO DO IT; ABILITY TO SEPARATE THE MORE IMPORTANT FROM THE LESS IMPORTANT; ABILITY TO PERFORM THAT WHICH IS REQUIRED; KNOWLEDGE OF THE OVER-ALL PURPOSE OF THE DEPARTMENT	
					3. **WORK HABITS:** *Consider* WORKING WITHOUT BEING PRODDED; INDUSTRY; QUANTITY; PLANNING AND ORGANIZING; CARE AND PREPARATION OF EQUIPMENT; OBSERVANCE OF RULES AND PROCEDURES; OBSERVANCE OF REST AND LUNCH TIME LIMITS; BEGINNING WORK PROMPTLY AND ON TIME; PROPER USE OF SICK AND OTHER TYPES OF LEAVE; CONDUCT ON THE JOB; CONFORMITY WITH OFFICE PRACTICES, MAINTENANCE OF COMMUNICATION	
					4. **QUALITY OF WORK:** *Consider* ACCURACY; PRECISION; COMPLETING ASSIGNMENTS ON TIME; PROMPTNESS OF REPORTS; WORK EFFECTIVENESS; WORK ACCEPTABILITY	
					5. **DEPENDABILITY:** *Consider* CONSISTENCY OF PERFORMANCE; TRUSTWORTHINESS; VERACITY; RELIABILITY; ABILITY TO WITHSTAND PRESSURE; ABILITY TO WORK WELL UNDER STRESS	
					6. **EMPLOYEE AND PUBLIC CONTACTS:** *Consider* ABILITY TO WORK HARMONIOUSLY WITH CO-WORKERS; SUPERVISORS, AND GENERAL PUBLIC; TACT; FRIENDLINESS; CREATION OF FAVORABLE IMPRESSION ON THE PUBLIC; PERSONAL GROOMING	

SUMMARY RATING

☐ 9 Excellent

☐ 8
Very Good
☐ 7

☐ 6
☐ 5 Good
☐ 4

☐ 3
Fair
☐ 2

☐ 1 Unsatisfactory

____________________ ____________________ ____________________
(SIGNATURE - EMPLOYEE) (TITLE) (DATE)

____________________ ____________________ ____________________
(SIGNATURE - IMMEDIATE SUPERVISOR) (TITLE) (DATE)

____________________ ____________________ ____________________
(SIGNATURE) (TITLE) (DATE)

____________________ ____________________ ____________________
(SIGNATURE) (TITLE) (DATE)

Georgia Department of Human Resources
Office of Volunteer Services

TERMINATION OF VOLUNTEER SERVICES

VOLUNTEER'S NAME______________________________

SUPERVISOR OF VOLUNTEER______________________DATE____________

THE VOLUNTEER HAS REQUESTED TO TERMINATE ASSIGNMENT TO

(CLIENT'S NAME)____________________________________

FOR THE FOLLOWING REASONS:

____

____

____

____

VOLUNTEER'S NAME______________________________

SUPERVISOR OF VOLUNTEER______________________DATE____________

THE CLIENT__________________________________HAS REQUESTED TO

TERMINATE THE SERVICES OF THE VOLUNTEER ASSIGNED TO HIM/HER.FOR

THE FOLLOWING REASONS:

____

____

____

____

VOLUNTEER EVALUATION FORM*

Name of Volunteer: ______________________________

Date: ____________________

ORIENTATION AND TRAINING:

1. When you were placed at the agency, did you have a realistic idea of the volunteer job you would perform? Yes No
2. Did the agency provide: (please check all which apply):
   - ______ training session prior to your first day at the agency?
   - ______ on-the-job training?
   - ______ on-going training sessions for volunteers?
3. Were these training sessions useful and adequate in preparing you for your role as a volunteer? Yes No
4. If your agency did not provide training, were you adequately prepared for your volunteer role? Yes No
5. What if any additional training did you need? ______________________________
   ____
6. Are you generally satisfied with your volunteer experience? Yes No
7. What would make the experience more satisfying for you? ____________
   ____
8. Have you received feedback from the agency or your supervisor about your performance as a volunteer? Yes No
9. Do you feel that the agency or your supervisor is receptive to your comments, suggestions and or questions? Yes No

---

*Adapted from the Volunteer Feedback Form, MSU Volunteer Bureau.

10. How has this volunteer experience influenced your life? ____________

____

11. Have you had any transportation problems? Yes No

12. If yes, what problems have you had? ____________________

____

13. Do you need assistance with this problem? Yes No

14. Do you plan to continue volunteering at this agency? Yes No

15. If no, would you be interested in another job assignment? Yes No

16. If you encountered a problem with your volunteer assignment, who would you talk with? ____________________

17. Do you have a volunteer assignment that is over the lunch hour?
Yes No

18. Do you receive a free lunch? Yes No

19. If so, do you feel these lunches to be adequate? Yes No

Please feel free to make any additional comments or suggestions below:

"One-to-One Relationships"

The booklet "One-to-One Relationships" includes a variety of suggestions for volunteers. It was written for use at the Central Shenandoah Training Conference for Voluntary Action, March 28-31, 1975, by Stephen R. Henderson of the Career and Personal Counseling Center, Mary Baldwin College in Staunton, Virginia.

To receive one free copy, write:

Kalamazoo VAC
121 West Cedar Street
Kalamazoo, Michigan 49006

APPENDIX E

- The Foundation Center (A list of philanthropic foundations in Michigan)
- A list of funding sources

THE FOUNDATION DIRECTORY

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ATTENTION

The following Michigan chapter of The Foundation Directory, Edition 5, is a copyrighted publication. Denial of reproduction rights was received subsequent to actual printing of manual. Pages 161-168 have thereby been deleted. The Council of Michigan Foundations and the Michigan League for Human Services recently published a Michigan Foundation Directory which is available for $5 and contains updated information as well as descriptions of over 170 smaller foundations in the state. To order, contact:

The Council of Michigan Foundations
200-H Waters Building
Grand Rapids, MI 49502

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Funding Sources

Federal: ACTION is the granting agency for such programs as the Retired Senior Volunteer Program (RSVP), and the Foster Grandparent Program, the Senior Companions Program. Also, mini-grants which provide seed monies for short term community volunteer programs may be obtained from ACTION. All inquires about ACTION programs and funding should be sent to Mr. Stanley Stewart, ACTION, 231 W. Layfette St., Room 1058, Federal Building, Detroit, Michigan, 48226. Phone: (313)-226-7848.

Local: Past and present contributors to volunteer programs, either financial or technical, include the United Way, fraternal and sororital organizations, civic and service clubs, churches, colleges, banks, universities, foundations, county departments of social services, and businesses. Although some of the above sources are limited in financial commitment, we would like to suggest that you continue to "turn every rock" as you search for financial assistance in your community. For example: examine Criminal Justice, Education, Transportation, Mental Health, Natural Resources, and Public Health departments; the Office of Economic Opportunities, the Funeral Home Association, Manpower agencies, The Governor's Commission on Volunteerism, hospitals, nurses associations, the Law Enforcement Assistence Administration, and the Office on Aging (local and State).

RELATED READINGS

"Be a Volunteer? What is there in it for me?" Publications, 20 North Wacker Drive, Chicago, IL 60606

"Community Groups and You." Henry and Elizabeth Swift, John Day Company, 62 West 45th Street, NY, NY 10036

"Community Power Structure: A Study of Decision Makers." 1953, Floyd Hunter, University of North Carolina Press, Chapel Hill, NC

"Coordinator's Guide--Volunteer and Volunteer Service in Schools." Janet Freund, Winnetka Public Schools, 1155 Oak Street, Winnetka, IL 60093

"Current Thoughts on Public Relations--A Collection of Speeches." M. W. Lads Publishing Company, 1250 Broadway, NY, NY 10001

"Developing Volunteer Leadership--A manual with case studies and program outlines, tips on finding, recruiting, informing, utilizing leadership." Chamber of Commerce of U.S., 1615 H. Street NW, Washington, DC 20006

"Effective Communication on the Job." M. Joseph Dooher, American Management Association, 135 West 50th Street, NY, NY 10020

"Effective Public Relations." Leadership Pamphlet #13, Adult Education Association of USA, 1225 19th Street NW, Washington, DC 20036

"For Volunteers Who Interview." Welfare Council of Metropolitan Chicago, 123 West Madison Street, Chicago, IL

"Fund Raising Made Easy." Edwin S. Newman and Lea J. Margoten, Oceana Publications, 75 Main Street, Dobbs Ferry, NY

"Games Supervisors Play." Lillian Howthorne, Journal of the National Association of Social Workers, Vol 20, No. 3, May 1975

"A Guide to Volunteer Services." Ann David, Cornerstone Library, Inc., 630 5th Avenue, NY, NY 10020

"Guidebook for the Volunteer Reading Teacher." Lenore Sleisenger, Columbia Teachers College Press. 440 West 110 Street, NY, NY 10025

"Guidelines for Interviewers." Voluntary Action Center of New York City, Mayor's Office for Volunteers, 250 Broadway, NY, NY 10007

"Guidelines for Using Volunteers in Departments of Social Work in Health Care Institutions." American Hospital Association, 840 North Lakeshore Drive, Chicago, IL 60611

"Guidelines for Volunteers and Agencies." 1974, Voluntary Action Center, Charna Lewis, 74 Franklin Street, Worcester, MA 01608

"Guidelines for the Volunteer Tutor." EPDA, Vol. Coordinator Training Program, Des Moines Area Community College, 2006 Ankeny Boulevard, Ankeny, IA 60021

"Handbook for Agency Coordinators for Volunteer Programs Including Standards." The Office of Administration, Dr. T.W. Costello, Deputy Mayor-City Administrator Room 1412, 250 Broadway, NY, NY 10007

"Handbook on the Organization and Operation of A Volunteer Service Bureau." Volunteer Service Department, Community Chest and Councils, 155 East 44th Street, NY, NY

"Helping Hands: Volunteer Work in Education." Gayle Janowitz, The University of Chicago Press, 5750 Ellis Avenue, Chicago, IL 60637

"How to Conduct Workshops and Institutes." Leadership Pamphlet #9, Adult Education Association of USA, 1225 19th Street NW, Washington, DC 20036

"How to Interview." Mary Swanson, Des Moines Area Community College, 20006 Ankeny Boulevard, Ankeny, IA 70021

"How to Set Up a Volunteer Talent Pool for Community Service." Volunteer Talent Pool, 620 Lincoln Avenue, Winnetka, IL 60093

"How to Succeed with Volunteers." David M. Church, National Public Relations Council of Health and Welfare Services, Inc., 257 Park Avenue South, NY, NY 10010

"How to Teach Reading." Morton Botel, Follett Ed. Corp., 1010 West Washington Boulevard, Chicago, IL 60607

"How to Use Role Playing and Other Tools for Learning." Leadership Pamphlet #16, Adult Education Association of USA, 1225 19th Street NW, Washington, DC 20036

"How to Work with a Volunteer." Health and Welfare Council of the National Capital Area, 95 M Street SW, Washington, DC 20024

"Human Relations for Supervisors." Howard Wilson, Administration Research Association, Box 3, Deerfield, IL

"If You Want Ad Time." National Association of Broadcasters Public Relations Service, NAB 1771 North Street NW, Washington, DC 20036

"Interviewer's Guide." New York City Board of Education, School Volunteer Program, 20 West 40th Street, NY, NY 10018

"Interviewing--Its principles and methods." Annette Garrett, Family Service Association of America, 44 East 23rd Street, NY, NY 10010

"Layman Volunteers--A Potential School Resource." Janet Freund, Winnetka Public Schools, 1155 Oak Street, Winnetka, IL 60093

"Making the Most of Radio-TV." Roy E. Johnson, National Public Relations Council of Health and Welfare Services, 257 Park Avenue S, NY, NY 10010

"Manual for a Community Volunteer Talent Pool." Volunteer Talent Pool and Training Center, 655 North Tamiami Trail, Sarasota, FL 33577

"Manual for Directors of Volunteers." Los Angeles Voluntary Action Center, 621 South Virgil Avenue, Los Angeles, CA 90005

"Manual for Volunteer Services." Barbara Sugarman, Office of Volunteer Services, Georgia Department of Human Resources, 618 Pounce De Leon Avenue NE, Atlanta, GA 30308

"Recruiting, Training and Motivating Volunteer Coordinators." Pilot Books, 347 Fifth Avenue, NY, NY 10016

"The Retired Senior Citizen as a Resource to Minimize Underachievement of Children in Public Schools." Howard A. Carter, Winnetka Public Schools, 1155 Oak Street, Winnetka, IL 60093

"So, You're Going to Raise Funds" David M. Church, National Public Relations Council of Health and Welfare, 257 PR Avenue, South, NY, NY 10010

"So, You Want to be an Interviewer." Voluntary Action Center, 410 North Prarie, Bloomington, IL 61701

"Supervisory Skills." Howard Wilson, Adm. Research Association, Box 3, Deerfield, IL

"Volunteer Coordinator Guide." University of Oregon, Center of Leisure Studies, 1587 Agate Street, Eugene, OR 97403

"The Volunteer and Community Agencies." Charles C. Thomas, Publisher, 307-327 East Lawrence Avenue, Springfield, IL 62717

"The Volunteer Community: Creative Use of Human Resources." NTL Learning Resources Corp., 2817 North Door Avenue, NY, NY 10017

"Volunteer Staff Manual." Volunteer Bureau, United Way Service Center, 1375 Delaware Street, Denver, CO 80204

"Volunteer Training and Development, a Manual for Community Corps." Anne K. Stenzel, and Helen M. Feeney, The Seabury Press, 815 2nd Avenue, NY, NY 10017

"You and Your Volunteers: A Partnership that Works." Publication No. 1055, State of New York, 1450 Western Avenue, Albany, NY 12203

"Your Volunteer Program." Mary T. Swanson, EPDA Vol. Coordinator Training Program, Des Moines Area Community College, 20006 Ankeny Boulevard, Ankeny, IA 50021